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ABSTRACT

This world geography curriculum guide is designed to help teachers improve the quality of secondary level geography instruction. The guide contains Louisiana's social studies curriculum goals and information about the scope and sequence of the state's social studies program. Part 1 discusses the major geographical concepts of: (1) map and globe skills; (2) physical geography; (3) changing landscapes; (4) natural resources; (5) population; (6) living off the land; and (7) urban studies. Part 2 uses these concepts in units about: (1) Western Europe; (2) Eastern Europe; (3) Anglo America; (4) Latin America; (5) North Africa and the Middle East; (6) Africa south of the Sahara; (7) Asia; (8) the Pacific region; and (9) the Polar regions. One country from each region is featured, and each unit contains generalizations, concept and objectives' statements, along with a general course content outline and suggested student activities. Apppendices include: (1) a 62-item bibliography; (2) a list of foreign countries' embassies and information offices in the United States; (3) charts showing skills for grades K-12 according to whether they constitute a major or shared responsibility of social studies; and (4) a description of course evaluation techniques. (JHP)

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STATE OF LOUISIANA
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WORLD GEOGRAPHY CURRICULUM GUIDE

BULLETIN 1727
1985

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Thomas G. Clausen, Ph.D.
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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

WORLD GEOGRAPHY CURRICULUM GUIDE
Secondary Social Studies

BULLETIN 1727
1985

Issued by
Office of Academic Programs

THOMAS G. CLAUSEN, Ph.D.
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FOREWORD

The Board of Elementary and Secondary Education has mandated that a unit of World History, Western Civilization, or World Geography be required for graduation from Louisiana schools. These additional requirements are part of a statewide effort to upgrade the quality of education in our public schools. The study of geography is an area that has been neglected in the education of our children. Events of the world have more influence on our own country and state than at any other time in our history. The study of geography will help students gain insights into relationships among people and places as they learn to use important concepts and facts about the world. Social studies skills will be sharpened. A better understanding of why the earth's people must learn how to live together peacefully will be developed. Therefore, it is imperative that students have a basic knowledge and understanding of the locations in which important events are happening and of their influence on American life today.

I would like to thank all of the teachers throughout the state who cooperated in this project to further upgrade the quality of education in Louisiana schools.

Thomas G. Clausen

Thomas G. Clausen, Ph.D.

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LOUISIANA SOCIAL STUDIES CURRICULAR GOALS

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge of new situations and data by:

  A. Acquiring knowledge about social organizations.

  B. Acquiring knowledge about the relationships between human beings and social environments, understanding some of the effects of these relationships, and making value judgments about the consequences of these relationships.

  C. Acquiring knowledge about the relationships between human beings and the physical environment, explaining some of the effects of these relationships, and making value judgments about the consequences of these relationships.

  D. Acquiring knowledge about decision-making processes.

  E. Acquiring knowledge about conflict and the impact it has on individual and group relationships and making value judgments about these relationships.

  F. Expressing awareness of some of the beliefs and values expressed by people and recognizing that the times and places in which people live influence their beliefs, values, and behaviors.

  G. Demonstrating knowledge of ways beliefs and values are transmitted in various cultures.

  H. Acquiring knowledge about some of the influences, beliefs, values, and relationships between people.

II. Develops the competencies to acquire, organize, evaluate, and report information for the purpose of solving problems and clarifying issues by:

  A. Identifying the central problem in a situation and identifying the major issue in a dispute.

  B. Applying divergent thinking in formulating hypotheses and generalizations capable of being tested.

C. Identifying and locating sources of information and evaluating the reliability and relevance of these sources.

D. Demonstrating ability to use reliable sources of information.

E. Organizing, analyzing, interpreting, and synthesizing information obtained from various sources.

F. Using summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, or make predictions.

G. Validating outcomes of investigation.

H. Appraising judgments and values that are involved in the choice of a course of action.

III. Examines one's own beliefs and values, recognizes the relationship between one's own value structure and own behavior, develops human relations skills and attitudes that enable one to act in the interest of self and others, and develops a positive self-concept by:

A. Expressing awareness of the characteristics that give one identity.

B. Expressing awareness of one's goals (aspirations), the goals of the group with which one identifies, and correlating those goals.

C. Expressing awareness of the relative strengths of oneself and the groups with which one identifies; recognizing the social barriers to full development that may exist; suggesting ways of maximizing one's effectiveness.

D. Examining one's own beliefs and values and the relationship between these and behavior.

E. Developing the human relations skills and attitudes necessary to communicate with others.

F. Expressing awareness of the physical, intellectual, and social conditions of human beings, and suggesting ways these can be improved.

G. Demonstrating a commitment to individual and group rights and acting in support of equal opportunities.

H. Demonstrating effective involvement in social interaction.

I. Developing a positive feeling about oneself.

LOUISIANA SOCIAL STUDIES PROGRAM

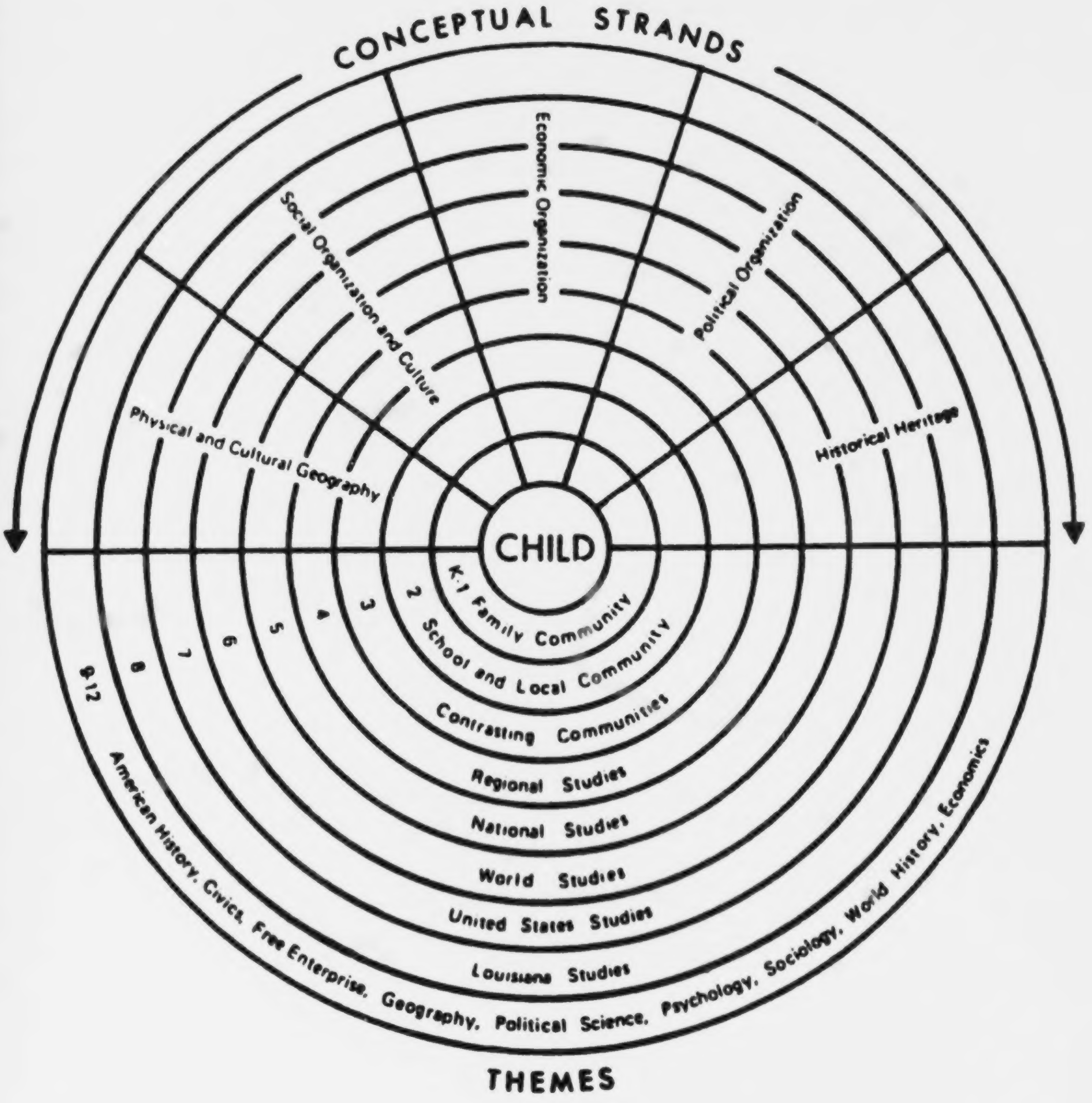
Scope and Sequence

The schematic diagram, "Scope and Sequence for Louisiana Social Studies," graphically represents major features of the design of the social studies education program. It shows the child as the center and dominant interest of the program. At the top of the chart are the Conceptual Strands encompassing Economic Organization, Historical Heritage, Political Organization, Political and Cultural Geography, and Social Organization and Culture. These strands indicate principles of selection to be used in drawing upon the disciplines of anthropology, economics, geography, history, political science, and sociology for course content. The design of the elementary program, then, is shown to be multidisciplinary. The central concepts recurrently treated throughout the program are identified in the "Conceptual Strands Chart" that follows the Scope and Sequence Chart.

Sequencing is based upon the spiral pattern of introducing concepts and skills and then treating them at increasing levels of complexity from grade level to grade level. The Themes shown in the diagram of the chart are used in selecting and sequencing course content. Through grade 6 there is a modified expanding horizon pattern, beginning with that which is familiar and near to the child--the Family Community. The program then sequentially proceeds outward through School and Local Community, Contrasting Communities, Regional Studies, National Studies, and World Studies. The middle school grades reverse this pattern. World Studies in the sixth grade is followed by American Studies and moves homeward again with the Louisiana Studies course. The United States Studies and Louisiana Studies courses are designed as broad cultural studies to provide the scope of experiences appropriate to the age group. These courses are also designed for articulation with other aspects of the middle school curriculum and the senior high separate subject design. The required high school courses for which minimum standards and curriculum guides are being developed are Civics, Free Enterprise, and American History.

Another major component of the program's scope and sequence is represented by the accompanying skills charts. One of these shows those skills that are shared with other subjects, and the other shows those that are major responsibilities of the social studies program. The skills are coded with asterisks showing the grade levels at which they are to be introduced, developed, mastered, and continued for increasing sophistication. These charts are adapted from the rather extensive array of skills identified by the National Council for the Social Studies.

In addition to the charts, objectives of the Louisiana Social Studies Program are further defined by the statements of program goals and course objectives and by course content outlines, unit overviews, and suggested activities and resources. Collectively these features seek to fulfill the ABC's of curriculum--articulation, balance, and continuity and, thereby, to provide a cumulative, developmental framework for Louisiana's children and youth.


CONCEPTUAL STRANDS
Economic Organization
Social Organization and Culture
Political Organization
Physical and Cultural Geography
Historical Heritage
CHILD
K-1 Family Community
2 School and Local Community
3 Contrasting Communities
4 Regional Studies
5 National Studies
6 World Studies
7 United States Studies
8 Louisiana Studies
9-12 American History, Civics, Free Enterprise, Geography, Political Science, Psychology, Sociology, World History, Economics
THEMES

I. SCOPE and SEQUENCE
for LOUISIANA SOCIAL STUDIES

CONCEPTUAL STRANDS CHART

Physical & Cultural Geography	Social Organization	Economics Organization	Political Organization	Historical Heritage
Location	Family	Types of economic systems	Types of political systems	Change
Topography	Home	Business cycle	Government	Cause and effect
Climate	Community	Scarcity	Politics	Continuity
Natural Resources	Culture	Market characteristics	Law	Values and beliefs
Ecology	Food	Production	Citizenship	International relations
	Dress	Specialization	Loyalty	Traditions
	Customs	Supply and demand	Patriotism	Landmarks
	Language	Money and banking	Rights	Contributions of individuals
	Education	Consumerism	Responsibilities	
	Recreation	Technology		
	Music	International trade		
	Art	Networks (Transportation and Communication)		
	Architecture	Economic Growth		
	Literature	Role of government		
	Inventions			
	Social change			
	Moral & Spiritual Values			
	Ethnic Groups & Contributions			
	Behavior			

INTRODUCTION

RATIONALE:

National and state surveys have consistently reported that among high school students geographic knowledge and understanding of the world is at a dismally low level. Because geography has not been required in the high school course of studies, the last direct exposure to geographic understanding that most students experience is in world studies during the sixth grade.

Today's technology in communication and transportation has brought the peoples of the earth closer than was ever imagined just a few years ago. A lack of knowledge and understanding about other countries, people, and regions of the world is no longer tolerable for tomorrow's citizens. Geography must be considered a basic component of a well-rounded social studies program. Modern geographic education places a heavy emphasis on the manner in which people meet their problems of living with one another in a geographic setting. Citizens of this state and nation must become knowledgeable of other people and places and how their everyday lives are affected by world events.

SCOPE:

This guide is divided into two major parts. Part One contains seven major concepts important to the study of the geography of any country or region. These are map and globe skills, physical geography, changing landscape, natural resources, population, living off of the land, and urban studies. It is the intention of this guide that the students become familiar with these seven major concepts as ways of learning about a specific area or country before the geographical regions are studied. After initial instruction or reinforcement, these concepts can be used in subsequent lessons which focus on various world regions and in-depth studies of representative, individual countries. By introducing or reinforcing these concepts initially, teachers can use them in subsequent lessons to enable students to achieve mastery-level learning of geography concepts and skills as they complete both regional and in-depth studies. It is recommended that 12 weeks be devoted to the study of Part I.

Part Two of this guide identifies in a unit format the areas of the world suggested for study. Each unit includes at least one section related to the seven concepts which can be applied to the region or country under study. It is desirable for the teacher to include all of the seven concepts in a study of the region or country. This may not be possible in some instances because of lack of materials for instruction or other reasons. However, every opportunity should be provided to the student to experience some understanding of each of the major concepts. It is recommended that 24 weeks be devoted to the study of Part II.

Within each major region of the world to be studied, a specific country has been selected for an in-depth study. In this study the characteristics of a region may be emphasized using the selected country as an example. No attempt should be made to try to study every country that is listed within a region. This would be a difficult and time-consuming task and is not essential to understanding the region itself. By using the seven concepts identified above, the teacher will be able to decide more effectively what is important about a region and how that region should be studied. If another country is selected for study, other than the one recommended in this guide, the same objectives should be used for studying that specific country as recommended.

COURSE CONTENT:

The unit format used in this guide is very similar to social studies curriculum guides previously published by the Louisiana Department of Education. Each unit begins with an Overview to give a broad idea of what is to be studied. Following the Overview is a general Content Outline of the subject matter. Basic Generalizations and Concepts in geography have been identified and are used consistently throughout the units to reinforce general understanding in each area.

Specific student Objectives have been identified with suggested Activities for achieving each objective. Teachers are encouraged to use the suggested activities provided in helping students achieve success; however, the teacher should also use additional means to help students master the objectives. Those Objectives that are starred (*) are considered standards. Activities that are starred (*) are considered to be on an advanced level.

The National Council for the Social Studies Skills Chart has been adapted to indicate major social studies skills that should be introduced, ongoing, mastered, and continued at each grade level. Skills which are shared among social studies, reading, and language arts are also included. These skills are correlated by grade level with minimum skills in reading to assist teachers in a cooperative effort to improve the reading skills of all students. Students, however, will be held responsible for only those skills at each grade level which have been identified as *Objectives*. Teachers are encouraged to go beyond the minimum skills and to help the students achieve proficiency in as many skills as possible.

Social studies has a special vocabulary. Students must have a strong understanding and a working knowledge of the unique words, terms, and phrases of social studies in order to be successful in the classroom. A suggested *Vocabulary* is also included at the end of each unit. Teachers are encouraged to emphasize vocabulary development throughout the course of study.

The format of this guide is resource units. A unit is merely a way of organizing for teaching. A resource unit is designed primarily to assist the teacher in overall planning for a course of study. A teaching unit, however, can be devised only by the classroom teacher who will be teaching that unit to a particular group of students. Specific topics, content, objectives, resources are developed, and teacher techniques which suit the abilities and needs of those students are planned and implemented.

The key to good classroom teaching is involvement of the students in relevant and interesting kinds of learning. Teachers today should use a much greater variety of techniques than just having students read a textbook, answer a list of questions, or listen to lectures. Teachers are encouraged to think creatively and to adapt the plan to meet the needs and abilities of their students.

Part I
(Twelve Weeks)

Section 1

Map and Globe Skills

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Direction

OBJECTIVE 1: The students will identify and use cardinal and intermediate directions in working with maps.

CONTENT OUTLINE

I. The globe: Units of measure
  A. Complete circle (360°)
  B. Half circle (180°--hemisphere)
  C. Quarter circle (90°)
  D. Great and small circles

II. Directions
  A. Cardinal (North, South, East, West)
  B. Intermediate
  C. Compass

ACTIVITIES

1. Ask the students to track various directions beginning with North, South, East, and West using a variety of maps (zenith, conic, and cylindric). As the students achieve mastery of these directions, have them learn the intermediate directions. Use a wide variety of maps, locations, and directions. A compass may also be used with these exercises.

2. Select various buildings or objects on campus. Ask the students to orient these objects or buildings as to direction using a compass. For example, students might determine the direction which the school faces, the direction of the flag pole in relation to the main entrance of the building, etc.

3. Have students locate great, small, half, and quarter circles using a globe or individual globes.

GENERALIZATION: Location can be determined by a set of coordinates on the geographic grid.

CONCEPT: Location

OBJECTIVE 2: The students will identify and use on maps and globes the poles, equator, Prime Meridian, International Date Line, and longitude and latitude.

CONTENT OUTLINE

III. The geographic grid
  A. Parallels of latitude
    1. Degrees, minutes, seconds
    2. Equator
    3. Northern and southern hemispheres

  B. Meridians of longitude
    1. Prime Meridian
    2. International Date Line
    3. East and west hemispheres

ACTIVITIES

1. Have the students identify and label on a globe and/or Mercator projection map the following:
   a) Equator
   b) Prime Meridian
   c) International Date Line
   d) Lines of latitude
   e) Lines of longitude

   Repeat the identification of these items with a variety of maps. Have the students note the positions of these items on the various maps. Be sure students note the kinds of distortions which occur on every map. Ask students to find places (cities, countries, mountain ranges, rivers, etc.) with reference to the equator, Prime Meridian, International Date Line, and latitude/longitude.

2. Localize the first activity by having the students complete items such as these:

   a. My community/state is __________ of the equator.

   b. My community/state is __________ of the Prime Meridian.

   c. My community/state is __________ of the International Date Line.

   d. My community is located at __________ degrees latitude and __________ degrees longitude. (Or Louisiana is located between __________).

3. The students will receive copies of hurricane maps and sets of coordinates of the paths of several major hurricanes. After the teacher has illustrated to the class the process for plotting coordinates, including degrees and minutes, ask the students to plot the path of one hurricane in class with the aid of the teacher and complete the remainder of the assignment out of class.

4. After students receive a list of cities around the world, have them locate these cities in an atlas and identify their precise longitude and latitude.

5. After students receive a list of coordinates prepared by the teacher, have them locate the coordinates in an atlas and identify cities which are found at these locations.

6. Have students collect five newspaper articles of events in five different cities. After they have determined the coordinates of each city, have them relate the cities by direction.

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Time

***OBJECTIVE 3:** The students will identify time zones and relate them to lines of longitude.

CONTENT OUTLINE

C. Time
   1. Standard
   2. Daylight saving time
   3. Time zones (15° each, four in the continental USA)

ACTIVITIES

1. Ask students to mark off units of 15° on a globe or map beginning with the Prime Meridian. Repeat this process every 15° across the map or globe until the Prime Meridian is reached. The students should note the relationship between time zones and the measurements they have made. The teacher should have students particularly note the following:

   a. A 1° movement east or west is equal to 4 minutes of time.

   b. The United States has 6 time zones (4 in continental USA).
      a. Eastern Standard Time
      b. Central Standard Time*
      c. Mountain Standard Time
      d. Pacific Standard Time
      e. Alaska
      f. Hawaii

   *Students should know that Louisiana is in the Central Standard Time Zone.

   c. Time zones do not always follow a straight line.

   d. The 180th meridian is the International Date Line. This is the point at which one day changes to another.

2. Ask the students to calculate various problems using time zones.

   Example:

   If you call long distance at 12 noon from:

   Lake Charles to Washington, D.C.
   Lafayette to Spokane, Washington
   New Orleans to Mexico City
   Baton Rouge to London
   Shreveport to Moscow
   Alexandria to Peking

   What time would it be in the city outside of Louisiana?

3. Ask the students to determine the following times:

   a. If the New Orleans Saints were playing the San Francisco 49er's in San Francisco at 3:00 p.m. CST, what time would the game be played in San Francisco?

   b. If the Washington Redskins were playing the New Orleans Saints in New Orleans at 1:00 p.m. CST, what time would the game be shown in Washington, D.C.?

   c. If the Atlanta Falcons were playing the Denver Broncos in Denver at 1:00 MST, what time would that be in Atlanta?

Have students solve similar problems that take place in various time zones based on television programs, sports events, and other events.

GENERALIZATION: Projections portray and illustrate the round earth on a flat surface by various methods in order to achieve specific purposes.

CONCEPT: Projections

OBJECTIVE 4: The students will be able to recognize and compare the advantages and disadvantages of several different types of map projections.

CONTENT OUTLINE

IV. Cartography and photogrammetry
  - A. Map projections
    1. Mercator projections
    2. Equal area projections
    3. Gnomonic projections
    4. Interrupted projections
    5. Conic projections

ACTIVITIES

1. Ask students to view transparencies of various map projections. From a comparison of a Mercator projection and an equal area map, ask the students to note the difference in the representation of Greenland. Students should understand that a globe is the only accurate representation. Discuss with the class the advantages of each of the various projections shown.

2. Ask the students to trace the outline of North America from various projections. Then ask the students to compare the figures they have traced. They will note the variety of shapes.

GENERALIZATION: Map projections are used for the purpose of illustrating a variety of features.

CONCEPT: Map variety

*OBJECTIVE 5: The students will be able to recognize and interpret various types of maps.

CONTENT OUTLINE

B. Types of maps
    1. Political maps
    2. Population maps
    3. Historical maps
    4. Relief maps
    5. Precipitation maps
    6. Natural vegetation maps
    7. Land use maps
    8. Product maps
    9. Climate maps
    10. Energy resources maps

C. Other projections
    1. Satellite photographs
    2. Aerial photographs

ACTIVITIES

1. Ask each student to use an individual atlas and answer a variety of questions, such as "What area or Canada has the highest elevation?" and "For what is most of the land in northern Canada used?" Ask the students to locate the answers in the atlas.

2. After assigning students a specific area or country of the world, have them list all of the information which can be determined about this area by using the atlas. This assignment may be best accomplished at home and presented in class. (NASA has some excellent publications included in in the bibliography following this section.)

3. Ask students to view satellite photos and aerial photos in books which have been brought to class by the teacher. Ask students to compare and contrast satellite and aerial photos with various map projections.

GENERALIZATION: Real objects may be portrayed and illustrated on a map through a variety of symbols.

CONCEPT: Symbols

*OBJECTIVE 6: The students will be able to recognize and use pictorial and abstract symbols on a map.

CONTENT OUTLINE

D. Map symbols, pictorial and abstract
   1. Legends
   2. Color and shading
   3. Contour lines
   4. Other

ACTIVITIES

1. Provide each student with an atlas. Examine the various symbol keys and legends. Identify symbols for settlement, administration, transportation routes, water forms, and relief. Ask students to identify specifically what the various symbols represent and to find each symbol on the map.

2. Have the students create a set of symbols to represent the local community. Have the students place the symbols appropriately on a community map. Ask the students to critique the various symbols, noting advantages and disadvantages of the use of each. Compare and contrast the student-created symbols with those used by cartographers.

3. Provide students with a set of maps which represent various characteristics such as population, climate, vegetation, type of soil, political structures, language, etc. Ask the students to complete the following chart:

Kinds of Maps	Types of Symbols Used	What Does The Symbol Represent	Advantage in Using These Symbols	Disadvantages/ Difficulty with the Symbol System

* 4. Provide students with several types of topographic maps including plastic shading, altitude tints, hachures, and contour maps. Ask the students to compare and contrast the characteristics and relative advantages and disadvantages. Divide the students into four groups and have each group develop an example of each type. The students' maps should include legends with shadings, coloring, words, and other symbols. Critique and display the maps.

5. Ask students to develop a map of the school. Encourage them to develop a map that is relatively refined including pictorial and abstract symbols, a legend, contour lines, shadings, color, necessary words, and other symbols. Ask the students to plot their daily schedule through the school from their arrival to dismissal. Examine and discuss the various symbols and other items that were used on the maps. Focus on common elements but also examine unique features in the maps.

* Advanced Level

GENERALIZATION: Scale refers to the relationship between distance shown on a map as compared with real distance which is the measurement between two points.

CONCEPT: Distance

*OBJECTIVE 7: The students will compute the distance between two designated points on a map.

*OBJECTIVE 8: The students will use scale to compare distances along various travel routes.

OBJECTIVE 9: The students will compare maps of different areas to note that smaller scales must be used to map larger areas.

CONTENT OUTLINE

E. Scale

ACTIVITIES

1. Obtain a topographic map of your area for each student. Ask the students to mark the distance between two designated points using the straight edge of a piece of paper. (Example: Mark the shortest distance from Monroe to Toledo Bend Reservoir.) Place the paper on the scale to measure the distance. Ask the students to record this distance. Proceed in the same manner using several other designated points.

2. Provide each student with a simple teacher-made map of an area that includes five cities with various distances between each. Let one inch equal 10 miles on the scale. On a chart below the map, list the distances from city to city. Ask the students to measure from point to point with a ruler and fill in the information on the chart on the next page under "Inches" and "Miles."

(List five sets of cities to which the students can relate. Example: New Orleans to Baton Rouge)

Places	Inches	Miles
a.	a.	a.
b.	b.	b.
c.	c.	c.
d.	d.	d.
e.	e.	e.

3. Provide each student with a Louisiana highway map and a ruler. Ask the student to measure the east-west distance across the map and apply it to the scale. Have students determine the number of miles across Louisiana and its widest and narrowest parts.

4. Ask students to locate a map of their city and determine the scale used by the mapmaker. Ask the students to determine the number of blocks that are included in a square mile in their neighborhood.

5. Ask students to draw a map of a least three blocks in their home or school neighborhood. Draw streets between the blocks. Measure the length of one of the blocks. Record this measurement. Determine whether the ratio of the width of the street to the length of the block is reasonable. Determine the scale of feet per inch that has been used if the block is about 300 or 400 feet long. Have students determine if this scale is the same used to measure the student's street.

6. Provide students with a Louisiana topographic map. Ask the students to use the measurements on the scale to determine the dimensions of any significant topographic features. Examples: Bayou D'Arbonne, Lake Ponchartrain, Caddo Lake, etc.

7. Ask students to select cities or sites in the United States which they would like to visit. Have the students list a set of instructions to travel to

these sites. Include the exact location of the cities or sites and the cardinal and/or intermediate directions to the sites. Have students simulate trips by automobile via the nearest interstate highway system to the selected cities or sites. Have them calculate the mileage between their home and the selected sites. Have them use various map symbols to mark the topography they would see as well as significant, interesting landmarks.

8. Provide each student with a highway map of Louisiana. Ask the student to locate I-20 and I-10 and determine the scale of miles used by the cartographer. With a ruler measure the distance in inches from Shreveport to Monroe on I-20. Now measure the distance from Lake Charles to Baton Rouge on I-10. Find both distances in miles and determine which distance is longer. Repeat the process for other locations.

VOCABULARY

Cartography

Degree

Equator

Geographic grid

Great circle

Hemisphere

International Date Line

Latitude

Longitude

Photogrammetry

Precipitation

Prime meridian

Projection

Time zone

Section 2

Physical Geography

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Rotation and revolution of the earth

*OBJECTIVE 1: The students will be able to explain how rotation, revolution, and tilt of the earth's axis result in a 24-hour day and seasonal changes.

OBJECTIVE 2: The students will be able to illustrate by using a globe the constant inclination of the earth's axis and why temperatures are warmer in the equatorial areas of the earth than in the polar areas.

CONTENT OUTLINE

I. The earth in space
   A. Rotation of the earth
      1. Rotation of the earth
      2. Mean solar day
      3. Centrifugal force
      4. Coriolis effect
   B. Revolution around the sun
      1. Year
      2. Sidereal year
      3. Tropical year
      4. Ellipticity
      5. Perihelion and aphelion

II. The seasons
   A. Tilt of the earth
   B. Tropic of Cancer
   C. Tropic of Capricorn
   D. Antarctic Circle
   E. Arctic Circle
   F. Circle of illumination
   G. Winter and summer solstice
   H. Vernal and autumnal equinox

ACTIVITIES

1. Explain to the students the concept of constant inclination of the earth's axis. Ask the students to draw a sphere and label it with the following information: a) low, middle, and high latitudes; b) equator; c) the poles; d) the degrees for (a), (b), and (c). Ask each student to draw the sun's rays hitting the low latitudes and color them red, the middle latitudes green, and the high latitudes blue. Ask the students to make a legend showing that red equals hot, green equals moderate, and blue equals cold.

2. Give the students a diagram demonstrating the placement of the earth in relationship to the sun for each equinox and solstice. Ask students to shade in day and night areas on the four spheres. Label appropriately.

3. Ask the students to use a globe and a light source (a large flashlight will do) to demonstrate the area of the earth which receives sunlight during each

season of the year and specifically at the time of the solstices and the equinoxes.

4. Ask students to determine the degree of latitude at which they are located. Ask the question, "Where do shadows always point at 12:00 noon Standard Time?" Have students use a compass to determine the direction of noon shadows. (Some small discrepancy occurs since Solar Noon differs slightly throughout the same time zone.) Have students write an explanation as to why this is true north of the Tropic of Cancer, how it differs south of the Capricorn, and where shadows point between the Tropics of Cancer and Capricorn.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Climate, weather

*OBJECTIVE 3: The students will be able to differentiate between climate and weather.

*OBJECTIVE 4: The students will be able to describe how landforms, latitude, and elevation contribute to climate.

OBJECTIVE 5: The students will be able to name and describe major climatic regions.

CONTENT OUTLINE

III. Climate and weather
  A. Difference between climate and weather
  B. Factors that affect climate
    1. Latitude
    2. Elevation
    3. Landforms
    4. Nearness to bodies of water
    5. Winds
  C. Climatic regions
    1. Tropical rainforest
    2. Tropical savanna
    3. Desert
    4. Steppe
    5. Mediterranean
    6. Marine
    7. Humid subtropical
    8. Humid continental
    9. Taiga
    10. Tundra
    11. Polar ice cap

ACTIVITIES

1. Divide the class into five groups of six (or according to class size). Have each group select one weatherman. Have each group design its own weather map. The weather map should show weather symbols, forms of precipitation, fronts, highs and lows, and wind directions. Assign research topics, drawings, or posters to each committee member. For example: one student would draw the weather maps, one student would make posters with forecast, wind direction, humidity, etc; and one student would research the different kinds of weather instruments, finding pictures of each. When the committee has completed the assignment, have the weatherman pretend to be on television and forecast the weather before the class. This activity should last three days with two committees presenting each day. Point out to the student that day-to-day weather in a particular latitude indicates specific characteristics of a particular climate.

2. Invite a meteorologist to address the class as a resource person.

3. Ask students to bring in a newspaper weather map for three days. Ask the students to answer certain questions using the weather map, such as "Where is the coldest temperature on the weather map? Where is there heavy rainfall or snow? Where are the highs and lows? Are there any fronts on the weather map?" At the end of three days ask the students to compare the three maps and draw conclusions that day-to-day weather in a particular latitude indicates specific characteristics of a particular climate.

4. Give each student a map of the world with climatic lines. Ask students to color each region according to the legend in the textbook. This activity can be adapted to any textbook, and the teacher can draw in the climatic lines (boundaries).

5. Ask the students to plan their wardrobe for a vacation to selected places on the globe. The list of locations should include varied latitudes in both northern and southern hemispheres and must be accompanied by the time of year the vacation is to be taken. The teacher might stimulate interest by asking if the student would take a bathing suit, ice skates, etc. The teacher might include other factors such as altitude, climate, and so forth.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Wind pressure systems

OBJECTIVE 6: The students will be able to locate on a global diagram the prevailing winds and describe how prevailing winds and pressure systems affect climate.

CONTENT OUTLINE

IV. Global wind patterns and pressure systems
   A. Low, middle, high latitudes
   B. Equatorial low pressure
      1. Doldrums
      2. Northeast trade winds
      3. Southeast trade winds
   C. Subtropical high pressure
      1. Horse latitudes
      2. Westerlies
   D. Subpolar low pressure system--Polar easterlies
   E. Land and sea breezes

ACTIVITIES

1. Present to the class an explanation of the development of global wind and pressure systems using one of the many well-illustrated textbooks. After the explanation, ask students to label on a dittoed sphere the equator, 30° N., 30° S., 60° N., 60° S., the high and low pressures, and the various prevailing wind systems. Ask the students to color the hot winds brown, the cool winds light blue, and the cold winds dark blue.

2. Ask one student to report to the class the reason that the Horse latitudes were given their name.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Precipitation

OBJECTIVE 7: The students will be able to explain causes of precipitation and the formation of various kinds of clouds

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CONTENT OUTLINE

V. Precipitation
  A. Hydrologic cycle
    1. Evapotranspiration
    2. Percolation
    3. Infiltration
    4. Runoff
    5. Soil water budget
  B. Orographic precipitation
  C. Convectional precipitation
  D. Cyclonic precipitation
  E. Cloud types
    1. Nimbus
    2. Stratus
    3. Fog
      a. Radiation
      b. Advection
    4. Temperature inversion

ACTIVITIES

1. On a dittoed cross section of a mountain range on which prevailing winds are already indicated, ask students to label the proper location of windward, leeward, wet areas, dry areas, and rain shadow.

2. Ask students to use atlases to locate major deserts and determine if these deserts are related to mountain ranges and prevailing winds. Then have the students identify rainforests on their atlases. Note tropical islands with rainforest climates and determine how these areas relate to prevailing winds and mountains.

3. Ask students to record daily the types of clouds they observe and to describe the weather associated with these clouds.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Soils

OBJECTIVE 8: The students will be able to classify the characteristics, natural vegetation, and soil of the various world climates.

CONTENT OUTLINE

- VI. Vegetation and soils*
  - A. Soil profile
    - 1. Humus
    - 2. Soil solum
    - 3. Bedrock and parent material
  - B. Texture
    - 1. Sand
    - 2. Silt
    - 3. Clay
    - 4. Loam
  - C. Ten great soil orders and agricultural uses of each
    - 1. Old soils
    - 2. Oxisols
    - 3. Ultisols
    - 4. Vertisols
    - 5. Alfisols
    - 6. Spodisols
    - 7. Mollisols
    - 8. Aridisols
  - D. Organic soils--histosols
  - E. Young soils
    - 1. Entisols
    - 2. Inceptisols

ACTIVITIES

1. Ask students to examine samples of various soil textures. These may be brought to class by the teachers or by students.

2. Invite a guest speaker from the Department of Agriculture to discuss different kinds of soil.

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*It is not intended that an in-depth study be conducted on soils.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Landforms

*OBJECTIVE 9: The students will be able to identify the major kinds of landforms.

CONTENT OUTLINE

VII. Landforms
    A. Mountains
    B. Plains
    C. Plateaus
    D. Others (continent, island, isthmus, peninsula, etc.)

ACTIVITIES

1. Ask students to bring to class magazine pictures of various kinds of landforms. Construct a bulletin board display of various lnadforms.

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Section 3

Changing Landscape

GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and the influence of humans.

CONCEPTS: Continental drift--plate tectonics

OBJECTIVE 1: The students will be able to explain the basic principles of the continental drift theory.

CONTENT OUTLINE

I. Continental drift
  A. Crust, etc.
  B. Midoceanic ridge
  C. Vulcanism
  (Pacific ring of fire)

ACTIVITIES

1. Cut dittoed world maps of the continents into sections. Ask students to fit parts together. This activity should follow an explanation of continental drift and plate tectonics.

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GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and the influence of humans.

CONCEPT: Continental drift--plate tectonics

OBJECTIVE 2: The students will be able to locate on a map the approximate location of the midoceanic ridge and to describe the reason for its formation.

CONTENT OUTLINE

ACTIVITIES

* 2. Using a transparency of the world plates, describe to students the direction of movement of each plate. Distribute to students dittoed maps with each plate indicated. First ask students to draw arrows indicating the direction of movement. Second ask students to draw symbols for major mountain ranges in the appropriate locations on the same dittoed map. After discussing the relationship between the direction of movement and mountain ranges with the class, introduce the principle of subduction zones. Ask students to indicate by red dots on their maps the location of major volcanoes.

3. Ask one student to report to the class the major areas of earthquakes. Students can then indicate them on the map used above by coloring the areas yellow.

4. Ask the students to make a poster by using the opaque projector to trace a total overview of the world's seven major tectonic plates. Different colors can be used for each plate and a color-code key can be included in the left-hand corner of the poster. Ask students to conduct research and draw arrows on the map to indicate the movements of the seven plates.

Be sure to ask students to use their own titles. The labeled tectonic plates should include Pacific Plate, Chili Plate, American Plate, Indo-Australian Plate, Eurasian Plate, African Plate, and the Antarctic Plate.

5. Ask the students to draw a rough freehand sketch of the outline of the eastern coasts of North and South America. Then ask them to draw the western coasts of Europe and Africa. They should label key reference points such as Florida, Spain, Brazil, and Gambia. Then, after looking at a picture of the midoceanic ridge, students can draw it in the appropriate location. Students can then label certain points on the ridge and give their approximate depths.

* Advanced Level

GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and the influence of humans.

CONCEPT: Glaciation

OBJECTIVE 3: The students will be able to locate on a globe and on a world map the major areas of past and present glaciation.

OBJECTIVE 4: The students will locate the major land bridge connections between Asia and North America.

CONTENT OUTLINE	ACTIVITIES
II. Glaciers	1. After the students have studied an illustration of areas of past and present glaciation indicating areas now submerged which were once land because of a lower sea level, have them discuss the possibility of Asiatics crossing the Bering Strait.

GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and the influence of humans.

CONCEPT: Denudation and deposition

*OBJECTIVE 5: The students will describe how wind, water, internal pressure, and ice act as major forces in shaping the landscape.

CONTENT OUTLINE

III. Winds

IV. Water

ACTIVITIES

1. Ask students to collect pictures illustrating areas eroded by wind, water, and ice. They can include the Hudson Bay, Canadian Shield Area, the Great Plains of North Europe, canyons, valleys, barrier islands, dunes, the Gulf Coast, etc. Students should be made aware that these forces also are depositional. Make a bulletin board with students' pictures. Label each picture with the place name and the concepts illustrated.

GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and the influence of humans.

CONCEPT: Environmental changes by man

*OBJECTIVE 6: The students will be able to explain and describe ways in which the environment of the individual has been changed by human activity.

CONTENT OUTLINE

V. Man

ACTIVITIES

1. Ask each student to select an approximate one-mile-square area of his local community and begin a list of ways that man has altered this area. The list should include construction, vegetation, drainage, transportation, pollution, acid rain, water wells, etc. When lists have been completed, compile one large list on the chalkboard with students adding suggestions.

Section 4

Natural Resources

GENERALIZATION: The earth provides resources which may be allocated for various uses or conserved.

CONCEPT: Resources

*OBJECTIVE 1: The student will distinguish between a natural and a human resource.

CONTENT OUTLINE

I. Natural resources

II. Human resources

ACTIVITIES

1. Ask each student to compile a list of materials that can be seen in the classroom, throughout the school plant, and on the student's route to school. Ask the student to place each item on a chart under the following headings: Materials in the Natural Environment; Materials Made by Man. Stress the differences.

2. Ask the students to list the most important natural resources of their area. Suggest that clean air and clean water are essential. Discuss the degree of pollution of these natural resources. Determine the resources of greatest economic value.

GENERALIZATION: The earth provides us with resources which may be either allocated for various uses or conserved.

CONCEPT: Renewable/nonrenewable resources

*OBJECTIVE 2: Students will distinguish between renewable and nonrenewable resources.

CONTENT OUTLINE

III. Renewable resources

IV. Nonrenewable resources

ACTIVITIES

1. After students have read the text or other source material about resources, divide the class into two groups. One group will compile a list of renewable resources; the other will compile a list of nonrenewable resources. Each group will then write a collective essay naming the resources and stating why they listed each resource in that particular category. Have students read the essays aloud in class and note any discrepancies or duplications.

* 2. Have students investigate the degree to which nonrenewable resources in Louisiana, such as oil and gas, have been depleted. Have each student write a short report discussing the findings.

* Advanced Level

GENERALIZATION: The earth provides us with resources which may be either allocated for various uses or conserved.

CONCEPT: Mineral resources

OBJECTIVE 3: Students will be able to locate on a world map areas of coal, iron ore, and petroleum with the use of atlases.

CONTENT OUTLINE

V. Minerals

ACTIVITIES

1. Have students use an outline map of the world and atlases as guides to devise a legend with symbols of the major natural resources such as coal, iron ore, petroleum, etc. Ask students to locate the areas with the use of the atlas and draw the appropriate symbols on their outline maps.

* 2. Ask students to make a list of areas considered as "haves" and areas considered "have nots." Let students complete additional readings to determine if there is a correlation between resources and individual living standards.

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* Advanced Level

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GENERALIZATION: The earth provides us with resources which may be either allocated for various uses or conserved.

CONCEPT: Industrial development

OBJECTIVE 4: Students will relate the availability of certain natural resources to industrial development.

CONTENT OUTLINE

VI. Industry and resources

ACTIVITIES

* 1. Have students use available statistical information to construct bar graphs showing the relationship between world-wide petroleum reserves, production, and consumption from 1970 to 1980. Students should then write a brief analysis of the information shown by the graphs. Discuss how the economy of Louisiana is related to this nonrenewable resource.

2. On an outline map of the United States, have the students show routes which would be followed by a cargo of iron ore leaving the Iron Range in Hibbing, Minnesota, and destined for Pittsburgh. Discuss with the students why there is a tendency for the steel-manufacturing centers to develop along the shores of the Great Lakes rather than away from them.

* Advanced Level

GENERALIZATION: The earth provides us with resources which may be either allocated for various uses or conserved.

CONCEPT: Water supply

OBJECTIVE 5: Students will recognize water supply as a resource and will relate water supply to land use, population density, etc.

CONTENT OUTLINE

VII. Water

ACTIVITIES

1. Ask the students to color the areas where major dam sites are located on an outline map of the world. Have students determine if any water power is used in the vicinity of each dam, where the water power comes from, and what methods have been used to obtain a steady flow of water.

* 2. Select several good students who have time for extra work to support through research the prediction, "The United States will suffer a water shortage by the year 2000." Have them discuss consumption figures now and describe where shortages exist. Have them project future population growth and estimate shortages. When a final report is completed, the selected students will present the information to the class.

* Advanced Level

GENERALIZATION: The earth provides us with resources which may be either allocated for various uses or conserved.

CONCEPT: Conservation

OBJECTIVE 6: Students will identify the principles of conservation as they relate to specific resources. (soil, forest, gas, oil, etc.)

CONTENT OUTLINE

VIII. Conservation

ACTIVITIES

1. Ask students to list state and federal agencies involved in resource conservation. Select students to write to these various agencies for pamphlets on conservation procedures. Create a display in the classroom of the material received. Then as a culminating activity have all students list various methods of conservation for each specific resource on which you have information. A guest speaker may be invited to further stimulate interest.

Section 5

Population

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

*OBJECTIVE 1: The student will be able to locate on a map these areas that have the highest and lowest population densities.

CONTENT OUTLINE

I. Density
   A. Increasing
   B. Urban-rural
   C. Related to topography
   D. Related to productivity of land

ACTIVITIES

* 1. Using atlases, ask students to identify the 10 most populated cities of the world. As an out-of-class assignment have students attempt to determine causes for these areas of high population density. After a class discussion of student findings, ask students to locate on a map the areas of lowest population density in the world. Compare these areas with those of high population density already explored. Ask students to list generalized conclusions.

* Advanced Level

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Immigration, mobility

***OBJECTIVE 2:** The students will be able to identify and explain factors which affect the distribution, density, and growth of the world's population.

CONTENT OUTLINE

II. Change in density in certain areas
    A. Emigration
    B. Immigration
    C. Birth rate

ACTIVITIES

1. Ask students to make lists through a teacher-directed discussion of reasons for emigration and immigration and for mobility within a country. After basic discussion, divide the class into five groups to determine reasons for the immigration or mobility patterns listed below:

   Group 1--Movement west in the United States--19th century

   Group 2--Germans, Irish, Italians--19th century

   Group 3--Acadians

   Group 4--Cubans, Mexicans, Nicaraguans, Salvadorians

   Group 5--To cities, to rural areas, to suburbs

   Ask the groups to report to class while recorder lists on the chalkboard causes for emigration/immigration and mobility.

* 2. Ask students to gather statistics on world population growth from selected years and construct a bar graph comparing population growth. Explain reasons for changing growth and distribution.

* Advanced Level

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPTS: Technology

OBJECTIVE 3: The student will be able to compare and contrast technological and nontechnological societies.

CONTENT OUTLINE

III. Technological development

ACTIVITIES

1. Ask students to select two cities that are technologically advanced and two cities that are not. Ask the students to design a chart that compares and contrasts natural resources, food, communication, transportation, education, and other factors.

* 2. Ask students to use a political world map and color "technological" countries one color and "nontechnological" countries another. Ask students to use symbols for coal, iron, and petroleum and put these on the map. Students will draw conclusions as to the availability of coal and iron and technological development. Discuss how petroleum availability relates to these conclusions and the reasons why or why not. Ask the students to consider whether this availability will have a future relationship on technological development.

* Advanced Level

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Birth rates

*OBJECTIVE 4: Students will be able to describe problems resulting from population increase as related to land availability.

CONTENT OUTLINE

IV. Problem of increasing population

ACTIVITIES

1. Ask students to compare in chart form the estimated populations in the United States, China, India, Mexico, and Australia for the years 1900, 1920, 1940, 1960, and 1980. Let them compare population per square mile in each area during these years. Discuss conclusions.

* 2. Have students project the population for the year 2000. Compare this figure with today's population. What will be the land acreage availability for each person in the year 2000. Discuss how does this figure relates to today's land availability and what problems might result. Discuss how this increasing population creates other problems. Ask the students to consider clean air, clean water, etc. Ask students to make a list of problems to be faced by future generations.

* Advanced Level

Section 6

Living off the Land

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Farming

*OBJECTIVE 1: The student will compare methods of subsistence farming with those of commercial farming.

CONTENT OUTLINE

I. Living off the land
   - A. Subsistence farming
   - B. Commercial agriculture
   - C. Slash and burn agriculture

ACTIVITIES

1. Give the students a chart showing the factors concerned with commercial and subsistence farming as indicated below. Have them research the kinds of farming and fill in the correct information using criteria suggested below.

Criteria	Commercial	Subsistence
Food Production	1. Produces food for sale and profit	Produces enough food to live on
Methods and People Used	2. Mass production methods with large investment in equipment and supplies; specialized crops, few people	Small plots of land used, human labor and basic tools used Slash/burn methods
Kinds of Crops	3. One kind of crop or variety of crops	Several kinds of small crops
Examples	4. Examples: Wheat farming in Central plains of U.S.	Examples: Rice growing in parts of Asia, Africa

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Pose the following questions for class or small-group discussions:

a. What cultural factors of a country are identified with commercial and subsistence farming?

b. What geographic conditions might alter the above findings? Are there exceptions?

c. In what countries might you expect to find either of the two kinds of farming?

2. Give the students a chart with two headings. One is marked "extensive land use" and the other is marked "intensive land use." Using a specific country or countries as an example of each kind of land use, have students fill in the chart using the criteria as a guide.

Criteria	Extensive Land Use	Intensive Land Use
Land	1. Plentiful	Scarce
Rainfall	2. Light	Moderate to heavy
Equipment & supplies	3. Little	Large amounts
Unit of return	4. Low	High
Examples	5. Sheep ranch	Small truck farm

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Farming

OBJECTIVE 2: The student will locate and identify areas of subsistence and commercial farming on a world scale.

CONTENT OUTLINE

ACTIVITIES

* 3. Give students a blank world map. Let them study a world physical map. Ask them to shade areas on the blank map where they believe agriculture may occur. Ask them to further determine where subsistence and commercial farming may be occurring. Have them give reasons for their choices. Ask them to check their maps for accuracy after viewing a world agricultural map. Determine and list any patterns which may have developed.

* Advanced Level

GENERALIZATION: All food, clothing, and shelter come from the earth.

CONCEPT: Basic necessities

OBJECTIVE 3: The student will identify various sources from which clothing is made.

OBJECTIVE 4: The student will identify various basic materials used in the construction of shelters.

CONTENT OUTLINE

II. Food, clothing, shelter

ACTIVITIES

1. Ask students to collect pictures of people in native dress from different areas of the world. Group them according to some defined criteria. Have students discuss how climate, natural resources, customs, and technology affect dress.
2. Ask students to compile a list of materials used in the construction of the school. Develop a chart tracing each material back to its natural resource.

Section 7

Urban Areas

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urbanization

*OBJECTIVE 1: The student will be able to identify important factors that have led to the development of cities.

CONTENT OUTLINE

I. Causes of urbanization
    A. Site
    B. Situation

ACTIVITIES

1. Ask students to study any three major cities in the United States and list the basic geographical factors that led to their development.
2. Ask students to choose any major city near their location and to look at the major geographical features that have led to the development of that city.
3. Give students a map of their city and surrounding rural area. Ask them to note differences in streets, population density, parks, undeveloped areas, etc.
4. After appropriate research and a discussion of the meaning of site and situation, ask the students to describe the site and situation of three major cities. Suggested cities are Paris, New Orleans, and New York.

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Rural vs. urban

*OBJECTIVE 2: The students will understand the difference between rural and urban societies.

CONTENT OUTLINE

II. Urban compared to rural

ACTIVITIES

1. Ask students to write letters to appropriate parish officials in urban and rural parishes asking for information about the following: occupations, populations, cultural events, educational facilities, religions, nationalities, etc. Ask the students to make comparisons about the parishes using this information.

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban problems

*OBJECTIVE 3: Students will be able to identify problems facing cities today and analyze several solutions.

CONTENT OUTLINE

III. Problems of urbanization

ACTIVITIES

1. Ask the students to write to various departments of city governments as listed below for data dealing with problems encountered daily.

   1) City regional planning
   2) Police department
   3) Sanitation department
   4) Transit Authority
   5) The Mayor's office

   Ask students to assemble information and use creative problem-solving to seek solutions to these problems. Students may want to role-play each of the departments and their problems.

2. Ask the students to identify four urban problems found in their area. Ask the students to collect and present newspaper articles dealing with these problems. Ask them to suggest ways of dealing with these problems.

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GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Industrialization

OBJECTIVE 4: The student will be able to explain the significance of the Industrial Revolution on urban population growth.

CONTENT OUTLINE

IV. Industrialization

ACTIVITIES

* 1. Ask students to list population figures of and common occupations in the major cities of Europe before the Industrial Revolution. Ask the students to list population figures of and common occupations in the major cities of Europe a 100 years after the Industrial Revolution. Make comparisons between the two lists.

2. Ask the students to describe different ways in which the system of manufacturing introduced by the Industrial Revolution differs from the small shop system.

3. After providing students with an outline map of Louisiana, have them locate and place on their maps the major industrial complexes in Louisiana. Then ask them to explain the location of these industrial complexes and suggest other places in Louisiana where industrial growth may occur.

* Advanced Level

VOCABULARY

Part I

axis

basin

biome

birth rate

climate

continental shelf

death rate

delta

density

depositional landform

divide

easterlies

equator

equinox

estuary

fall line

fault

front

grid

hemisphere

highland climate

high latitudes

high pressure area

hill

key or legend

landform

leeward

low latitudes

low pressure area

mesa

middle latitudes

mountain

Northern hemisphere

North Pole

orographic effect

peninsula

plain

plateau

precipitation

relief

revolution
rotation
seasons
spring equinox
summer solstice
timber line
trade winds
Tropic of Cancer
Tropic of Capricorn
tropics
typhoon
valley
weather
westerlies
windward
winter solstice

PART II
(Twenty Four Weeks)

WESTERN EUROPE

OVERVIEW

Western Europe, as defined in this unit of study, includes the British Isles, France, West Germany, Italy, Spain, Portugal, Austria, Switzerland, the Low Countries, Scandinavia, Liechtenstein, Monaco, Andorra, and because of its cultural and political ties with the West, Greece.

Western Europe has had a profound effect on the rest of the world. The development of industrialization, the emphasis on democratic forms of government, and the world trade influence of Western Europe remain important legacies today. The region has enjoyed many advantages in location and physical setting. It has many peninsulas and an indented coastline with many harbors. It includes the fertile, well-watered Great European Plain and has large, rich mineral deposits.

Some key characteristics of Western Europe are a high degree of urbanization, a productive commercial economy, and substantial international trade. The population is highly skilled with a relatively high standard of living. The population of Western Europe is twice that of the United States, containing 11 percent of the world's population. There exists a large, literate middle class and relatively stable democratic governments. The three major competitors for leadership in Western Europe are the United Kingdom, France, and West Germany.

The country of France will be studied in depth. France is the largest country in Western Europe, but is somewhat smaller than the state of Texas. It is bounded by water and high mountains. Key aspects of its physical setting include the Paris Basin, Southwestern lowlands, the Rhone-Saône Valley, the Pyrenees and Alps, the Bay of Biscay, and the Mediterranean Sea.

The economy of France is moving toward a balance between agriculture and industry. Both are in a state of change, presenting many challenges to the French. France has the greatest percentage of land under cultivation in all of Europe. The major problems are political fragmentation, lack of capital, and the absence of large, efficient industrial and agricultural units. Like all of Western Europe, France retains a heritage of cultural greatness.

Thus from a study of an overview of Western Europe, with an emphasis on France, the students will identify and locate the major countries of the area, appreciate the effect Western Europe has had on the rest of the world, recognize key characteristics of Western Europe, and note the lack of an agricultural-industrial balance within France.

WESTERN EUROPE

OUTLINE

- I. Map and globe skills
  - A. Location
    - 1. The British Isles--England, Scotland, Wales, Republic of Ireland, Northern Ireland
    - 2. France
    - 3. West Germany
    - 4. Italy
    - 5. Spain
    - 6. Portugal
    - 7. Austria
    - 8. Switzerland
    - 9. The Low Countries--Belgium, the Netherlands, Luxembourg
    - 10. Scandinavia--Norway, Denmark, Sweden, Finland
    - 11. Liechtenstein
    - 12. Monaco
    - 13. Andorra
    - 14. Greece
  - B. Boundaries
    - 1. Water boundaries
      - a. Baltic Sea
      - b. North Sea
      - c. English Channel
      - d. Bay of Biscay
      - e. Atlantic Ocean
      - f. Mediterranean Sea
      - g. Ionian Sea--Greece
      - h. Aegean Sea--Greece
      - i. Baltic Sea
      - j. Gulf of Bothnia
    - 2. Eastern boundaries--countries of Eastern Europe
  - C. Landlocked countries
    - 1. Switzerland
    - 2. Luxembourg
    - 3. Austria
- I. Physical geography
  - A. Climate
    - 1. Mediterranean
    - 2. Marine

        3. Taiga
        4. Tundra
        5. Polar
    B. Landforms
        1. Coastlines, peninsulas, and bays
        2. Islands
        3. Hills and low mountain systems
        4. Northern European Plain
        5. Alpine systems
    C. Rivers
        1. Thames, Tyne, Shannon--British Isles
        2. Seine, Loire, Rhône--France
        3. Rhine, Meuse--Low Countries
        4. Danube--central Europe
        5. Elbe, Weser, Rhine, Danube, Rhône--Germany
        6. Po--Italy
        7. Rhône--Switzerland
        8. Ebro--Spain

III. Changing landscape
    A. Political boundaries
    B. Man-made landscape
        1. Polders
        2. Canals
        3. Agricultural adaptations

IV. Resources
    A. Minerals
        1. Coal
        2. Iron ore
        3. Copper
        4. Bauxite
        5. Potash
    B. Forests
    C. Soils
    D. Hydroelectric power

V. Population
    A. Population centers
    B. Cultural groups
        1. Southern Europe--Romance
        2. Northern Europe--Germanic or Slavic
        3. Greece--Eastern

- VI. Living off the land--intensive farming
  - A. Major crops
    - 1. Rye
    - 2. Wheat
    - 3. Oats
    - 4. Barley
    - 5. Potatoes
    - 6. Sugar beets
    - 7. Grapes
    - 8. Hops
  - B. Private ownership of land
    - 1. Corporate farming
    - 2. Small farms
    - 3. Farm subsidies
    - 4. Cooperatives
  - C. European Common Market
- VII. Urban geography
  - A. Major urban centers
    - 1. The British Isles
      - a. United Kingdom--London, Liverpool, Edinburgh, Glasgow, Belfast, Cardiff
      - b. Republic of Ireland--Dublin
    - 2. France--Paris, Marseilles, Lyons
    - 3. West Germany--Berlin, Hamburg, Bonn, Cologne
    - 4. Italy--Rome, Genoa, Milan
    - 5. Spain--Madrid, Seville, Granada
    - 6. Portugal--Lisbon, Oporto
    - 7. Austria--Vienna
    - 8. Switzerland--Bern, Geneva, Lausanne, Zurich
    - 9. The Low Countries
      - a. Belgium--Brussels, Antwerp
      - b. Netherlands--Amsterdam, Rotterdam
      - c. Luxembourg
    - 10. Scandinavia
      - a. Norway--Oslo, Bergen, Trondheim
      - b. Denmark--Copenhagen, Aalborg, Odense
      - c. Sweden--Stockholm, Goteborg
      - d. Finland--Helsinki, Tampere
    - 11. Liechtenstein--Vaduz
    - 12. Monaco--Monte Carlo

    13. Andorra
    14. Greece--Athens
B. Major urban problems
C. Major accomplishments

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

*OBJECTIVE 1: The students will label on a map the countries of Western Europe and major bodies of water.

CONTENT OUTLINE

I. Map and globe skills
  A. Countries and regions
    1. The British Isles--England, Scotland, Wales, Republic of Ireland, Northern Ireland
    2. France
    3. West Germany
    4. Italy
    5. Spain
    6. Portugal
    7. Austria
    8. Switzerland
    9. The Low Countries--Belgium, Netherlands, Luxembourg
    10. Scandinavia--Norway, Denmark, Sweden, Finland
    11. Liechtenstein
    12. Monaco
    13. Andorra
    14. Greece
  B. Boundaries
    1. Water boundaries
      a. Baltic Sea
      b. North Sea
      c. English Channel
      d. Bay of Biscay

ACTIVITIES

1. Ask the students to label on an outline map the countries and bodies of water of Western Europe.

2. Ask the students to research their family origins. Have those students with Western European roots place their names on a class map in the appropriate country.

        - e. Atlantic Ocean
        - f. Mediterranean Sea
        - g. Ionian Sea--Greece
        - h. Aegean Sea--Greece
        - i. Gulf of Bothnia
    - 2. Eastern boundaries--countries of Eastern Europe
- C. Landlocked Countries
    - 1. Switzerland
    - 2. Luxembourg
    - 3. Austria

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GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Climate

OBJECTIVE 2: The students will explain the climatic effects of the Gulf Stream on Western Europe.

CONTENT OUTLINE

II. Physical geography
  A. Climate
    1. Mediterranean
    2. Marine
    3. Taiga
    4. Tundra
    5. Polar ice cap

ACTIVITIES

1. Ask students to discuss ways in which the Gulf Stream affects the temperature and precipitation of Northwest Europe.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Landforms

*OBJECTIVE 3: The students will be able to identify on a topographic map the major physical features of Western Europe.

CONTENT OUTLINE

B. Landforms
    1. Coastlines, peninsulas, and bays
    2. Islands
    3. Hills and low mountain systems
    4. Alpine system

C. Rivers
    1. Thames, Tyne, Shannon--British Isles
    2. Seine, Loire, Rhône--France
    3. Rhine, Meuse--Low countries
    4. Danube--central Europe
    5. Elbe, Weser, Rhine, Danube, Rhône--Germany
    6. Po--Italy
    7. Rhône--Switzerland
    8. Ebro--Spain

ACTIVITIES

1. Ask the students to identify on a political map the major physical features that serve as political boundaries. Ask the students to note the frequency with which physical features serve as boundaries.

GENERALIZATION: The world landscape is in a continuous state of change from the forces of nature and the influence of humans.

CONCEPT: Changing landscape

OBJECTIVE 4: The students will be able to explain how nature and humans have changed the physical features of the land in Western Europe.

CONTENT OUTLINE

III. Changing landscape
  A. Political boundaries
  B. Man-made landscape
    1. Polders
    2. Canals
    3. Agricultural adaptation

ACTIVITIES

1. Ask the students to compare Western European boundaries at the time of World War I to the boundaries existing since World War II.

2. Ask the students to write an imaginary account of a barge trip through the canals of Burgundy, France. Students should describe the landscape observed.

GENERALIZATION: The earth provides us with resources which may be allocated for various uses or conserved. Resources of the earth are finite.

CONCEPT: Resources

*OBJECTIVE 5: The students will identify the major resources in Western Europe.

CONTENT OUTLINE

IV. Resources
    A. Minerals
        1. Coal--United Kingdom, West Germany, France, Belgium
        2. Iron ore--France, Sweden, West Germany, United Kingdom, Luxembourg
        3. Copper--Finland, Sweden, Norway
        4. Bauxite--France
        5. Potash--West Germany, France
    B. Forests

ACTIVITIES

1. Ask students to compile a list of the European countries that are the leading producers of major resources. Ask them to research areas of cooperation and competition between the countries.

* 2. Ask students to research and report on how Western Europe has depleted its forest resources and what problems will likely occur as a result.

* Advanced Level

GENERALIZATION: Every society develops a culture of its own though some ideas are borrowed from other cultures.

CONCEPT: Population

OBJECTIVE 6: The students will compare and contrast the population densities and cultural groups of the major cities of Western Europe.

CONTENT OUTLINE

V. Population
   A. Population centers
   B. Cultural groups
      1. Southern Europe--Romance
      2. Northern Europe--Germanic or Slavic
      3. Greece--Eastern

ACTIVITIES

1. Ask students to label population densities on an outline map of Western Europe. Compare areas of greatest population density to the location of large industrial cities.

2. Have students construct a cultural heritage collage featuring Romance, Germanic, Slavic, and Eastern (Greek) cultural groups.

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Land use

OBJECTIVE 7: The students will describe ways in which Western Europeans have used agricultural methods for food production.

CONTENT OUTLINE

VI. Living off the land--intensive farming
  A. Major crops
    1. Rye
    2. Wheat
    3. Oats
    4. Barley
    5. Potatoes
    6. Sugar beets
    7. Grapes
    8. Hops
  B. Private ownership of land
    1. Corporate farming
    2. Small farms
    3. Farm subsidies
    4. Cooperatives
  C. European Common Market

ACTIVITIES

1. Have students identify products traded between countries in Western Europe by completing the following chart. Ask the students to find other products traded among countries of Europe and add them to the list. Help the students to understand the statement, "Western Europe is its own best customer."

COLUMN A	COLUMN B	PRODUCT
France	to West Germany	______(iron ore)
Denmark	to United Kingdom	______(butter, bacon)
West Germany	to France	______(coal, eggs)
United Kingdom	to Netherlands	______(machinery)
Luxembourg	to Belgium	______(iron ore)
Sweden	to West Germany and Netherlands	______(iron ore)

2. Ask the students to complete the following chart for comparative purposes:

	Corporate Farming	Cooperatives	Small farms
Ownership			
Advantages			
Disadvantages			
Relative efficiency			

* 3. Ask students to research the agricultural policy of the European Common Market. Have students focus particularly on the benefits and costs of the agricultural subsidies system.

* Advanced Level

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Cities

*OBJECTIVE 8: The students will describe the development of major Western European cities.

CONTENT OUTLINE

VII. Urban geography
  A. Major urban centers
    1. The British Isles
      a United Kingdom--London, Liverpool, Edinburgh, Glasgow, Belfast, Cardiff
      b Republic of Ireland--Dublin
    2. France--Paris, Marseilles, Lyon
    3. West Germany--Berlin, Hamburg, Bonn, Cologne
    4. Italy--Rome, Genoa, Milan
    5. Spain--Madrid, Seville, Granada
    6. Portugal--Lisbon, Oporto
    7. Austria--Vienna
    8. Switzerland--Bern, Geneva, Lausanne, Zurich
    9. The Low Countries
      a. Belgium--Brussels, Antwerp
      b. Netherlands--Amsterdam, Rotterdam
      c. Luxembourg
    10. Scandinavia
      a. Norway--Oslo, Bergen, Trondheim
      b. Denmark--Copenhagen, Aalborg, Odense
      c. Sweden--Stockholm, Goteborg
      d. Finland--Helsinki, Tampere
    11. Liechtenstein--Vaduz
    12. Monaco--Monte Carlo

ACTIVITIES

1. Ask students to construct a time line to compare the major historical developments of selected European cities.

* 2. Ask the students to report on major European centers during the Renaissance Period. Mark them on a map. Ask them to label the major European population centers today. Which have survived? Have students note which centers have survived.

3. Ask students to develop line graphs of population growth in selected European cities from the eighteenth century to the present.

* Advanced Level

    13. Andorra
    14. Greece--Athens
B. Major urban problems
C. *Major accomplishments*

FRANCE

OUTLINE

- I. Map and Globe Skills
  - A. Location
  - B. Boundaries
    - 1. Water boundaries
      - a. North Sea
      - b. English Channel
      - c. Atlantic Ocean
      - d. Mediterranean Sea
    - 2. Land boundaries
      - a. Spain
      - b. Andorra
      - c. Italy
      - d. Switzerland
      - e. Germany
      - f. Belgium
      - g. Monaco
  - C. Coastline--2,000 miles
- II. Physical geography
  - A. Climate
    - 1. Climatic influence
    - a. Marine--most of France
    - b. Mediterranean--southern France
    - 2. Favorable for natural vegetation and agriculture
    - 3. Abundant rainfall, except in Southeast
  - B. Landforms
    - 1. Mountains
      - a. Pyrenees--south
      - b. Alps, Jura, Vosges--east
      - c. Ardennes--northeast
    - 2. Plains
      - a. Paris Basin
      - b. Loire plains
      - c. Aquitaine Basin

3. Rivers Systems
   a. Seine--flows in English Channel
   b. Loire--flows in Atlantic Ocean
   c. Garonne--flows in Bay of Biscay
   d. Rhône--flows in Mediterranean
   e. Rhine and connecting canals--flows in North Sea

III. Changing landscape
  A. Man-made changes
    1. Farming adaptations
      a. Bocage--fields surrounded by hedges
      b. Massif Central--fields surrounded by stone walls
      c. Paris Basin--open fields without boundaries
      d. Mediterranean area--small square fields, terraced slopes
      e. Mountain regions--cultivated and forest covered
    2. Irrigation needed in the South Provence
    3. The Moselle River--canal system linking Germany, Luxembourg, and France
  B. Urban landscape
    1. Small percentage of French land area
    2. Location of industry encouraged by government
    3. Problems caused by pollution

IV. Natural Resources
  A. Minerals
    1. Coal
    2. Iron ore
    3. Potash
    4. Bauxite
    5. Uranium
    6. Natural gas
  B. Forests
    1. Principal areas
      a. Ardennes
      b. Compiègne
      c. Fountainebleau
      d. Orléans
    2. Types of forests
      a. Pines and other softwoods
      b. Coniferous
      c. Deciduous
  C. Large expanse of fertile soil--90 percent

D. Hydroelectric power
1. Navigable rivers--6,200 miles
2. Canals--3,300 miles
3. Hydroelectric stations
V. Population--53 million (1983 figures)
A. Density--245 people per square mile
1. Highly populated areas
a. Mostly city areas
b. 66 percent of total population
2. Lightly populated areas
a. Mountainous regions
b. Regions with poor soil
c. Isolated rural regions
1) Landes and Sologne
2) Aquitaine Basin
B. Cultural influence
1. Extremely low birth rate
2. Increased urbanization
3. French property laws
4. Heavy immigration
5. 90 percent Roman Catholic
VI. Living off the land
A. Major crops
1. Wheat
2. Oats
3. Sugar beets
4. Livestock
5. Grapes
6. Olives
7. Citrus fruits
B. Farms
1. One-half of land under cultivation
2. Mostly smaller than 25 acres
3. Small farms yielding to large business-owned farms
C. Consumer industries
1. Manufactured items
a. Clothing
b. Automobiles
c. Motor scooters

d. Handmade luxury items
1) Lace
2) Leather goods
3) China
4) Perfume
5) Wine
2. Textiles
3. Steel
VII. Urban geography
A. Major urban centers
1. Paris
2. Marseilles
3. Lyons
4. Bordeaux
5. Toulouse

FRANCE

IN-DEPTH STUDY

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

OBJECTIVE 1: The students will distinguish France from other countries of Europe on a map and will identify the bodies of water bounding France.

CONTENT OUTLINE

I. Map and globe skills
    A. Location
    B. Boundaries
        1. Water boundaries
            a. North Sea
            b. English Channel
            c. Atlantic Ocean
            d. Mediterranean Sea
        2. Land boundaries
            a. Spain
            b. Andorra
            c. Italy
            d. Switzerland
            e. Germany
            f. Belgium
            g. Monaco
    C. Coastline--2,000 miles

ACTIVITIES

1. Have the students identify the following locations on an outline map of France: Seine, Rhône, Alps, Loire, Rhine, Central Plateau, Garonne, Pyrenees, English Channel, Atlantic Ocean, Mediterranean Sea, North Sea.

2. Ask the students to locate the countries that border France on an outline map of western Europe.

3. Ask students to give the correct latitude and longitude for the cities of Paris, Lyons, Toulouse, Bordeaux, and Marseilles.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Physical geography

OBJECTIVE 2: The students will list the major physical characteristics of France.

CONTENT OUTLINE

- II. Physical geography
  - A. Climate
    - 1. Climatic influence
      - a. Marine--most of France
      - b. Mediterranean--southern France
    - 2. Favorable for natural vegetation and agriculture
    - 3. Abundant rainfall, except in southeast
  - B. Landforms
    - 1. Mountains
      - a. Pyrenees--south
      - b. Alps, Jura, Vosges--east
      - c. Ardennes--northeast
    - 2. Plains
      - a. Paris Basin
      - b. Loire Basin
      - c. Aquitaine Basin
    - 3. River systems
      - a. Seine--flows into the English Channel
      - b. Loire--Atlantic Ocean
      - c. Garonne--Bay of Biscay
      - d. Rhône--Mediterranean
      - e. Rhine and connecting canals--North Sea

ACTIVITIES

1. Adapt the game, "Who Am I," to the physical geography of France. Ask the students to choose a river, mountain range, plain, or climatic characteristic and describe it by writing three clues as answers to a riddle. Points may be given for the class.

2. Ask the students to compare two sections of France, the land along the English Channel and the southeast, to show how climate affects the crops grown. Record the information in chart form.

GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and the influence of humans.

CONCEPT: Changing landscape

OBJECTIVE 3: The students will determine ways in which the French have adopted the land to suit their needs.

CONTENT OUTLINE

III. Changing landscape
  A. Man-made changes
    1. Farming adaptations
      a. Bocage--fields surrounded by hedges
      b. Massif Central--fields surrounded by stone walls
      c. Paris Basin--open fields without boundaries
      d. Mediterranean area--small square fields, terraced slopes
      e. Mountain regions--cultivated and forest covered
    2. Irrigation needed in the South--Provence
    3. The Moselle River--canal system links Germany, Luxembourg, and France
  B. Urban landscape
    1. Small percentage of French land area
    2. Location of industry encouraged by government
    3. Problems caused by pollution

ACTIVITIES

* 1. Ask the students to investigate the centralization of government in Paris and its effect on change. Disadvantages of this should be noted, as well as the government's effort to encourage industry to locate throughout the country. The students should come to some conclusions regarding change in French culture.

* Advanced Level

GENERALIZATION: The earth provides us with resources which may be allocated for various uses or conserved. Resources of the earth are finite.

CONCEPT: Resources

OBJECTIVE 4: The students will evaluate uses of resources in France and trace the growth of industry.

CONTENT OUTLINE

IV. Resources
  A. Minerals
    1. Coal
    2. Iron Ore
    3. Potash
    4. Bauxite
    5. Uranium
    6. Natural gas
  B. Forest
    1. One-fourth of France covered with forests
    2. Principal areas
      a. Ardennes
      b. Compiègne
      c. Fountainebleau
      d. Orléans
  C. Large expanse of fertile soil--90 percent
  D. Hydroelectric power
    1. Navigable rivers--6,200 miles
    2. Canals--3,300 miles
    3. Hydroelectric stations

ACTIVITIES

1. Ask the students to identify the resources that France possesses which are needed for industry. Explain how nature has helped to make up for France's coal shortage.

2. Ask the students to compare the growth of France's industry in France since World War II. Discuss the problems that have resulted from this growth.

GENERALIZATION: Every society develops a culture of its own though some ideas are borrowed from other cultures.

CONCEPT: Population

OBJECTIVE 5: The students will be able to locate on a map of France the highest and the lowest areas of population density and to give reasons for population density.

CONTENT OUTLINE

V. Population--53 million (1983 figures)
   A. Density--245 people per square mile
      1. Highly populated area are city areas
         a. Mostly city area
         b. 66 percent of total population
      2. Lightly populated areas
         a. Mountain areas
         b. Regions with poor soil
         c. Isolated rural areas
            1) Landes and Sologne
            2) Aquitaine Basin
   B. Cultural influence
      1. Extremely low birth rate
      2. Increased urbanization
      3. French property laws
      4. Heavy immigration
      5. 90 percent Roman Catholic

ACTIVITIES

1. Pin a large outline map of France on a bulletin board. Give the students blue and red push pins. Assign a number (10,000 or 50,000) to each color. After the students have studied or researched the population of France, ask them to place the pins in the proper areas on the map. Continue placing the pins on the map until an approximation of the population is represented.

2. Have students conduct research on recent immigration to France. Have them point out major problems and what actions the government is taking to alleviate the problems.

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 6: The students will understand that tradition and the modern world co-exist in industry and agriculture in France.

CONTENT OUTLINE

- VI. Living off the Land
  - A. Major crops
    - 1. Wheat
    - 2. Oats
    - 3. Sugar beets
    - 4. Livestock
    - 5. Grapes
    - 6. Olives
    - 7. Citrus fruits
  - B. Farms
    - 1. One-third of land under cultivation
    - 2. Mostly smaller than 25 acres
    - 3. Small farms yielding to large business-owned farms
  - C. Consumer industries
    - 1. Manufactured items
      - a. Clothing
      - b. Automobiles
      - c. Motor scooters
      - d. Handmade luxury items
        - 1) Lace
        - 2) Leather goods
        - 3) China
        - 4) Perfume
        - 5) Wine
    - 2. Textiles
    - 3. Steel

ACTIVITIES

1. Ask the students to compare the degree of mechanization used by the small farmer to that of the larger corporate farms in France.

2. Ask students to select one other European country and compare its food production with that of France. Have them list the advantages of food production in France.

* 3. Ask the students to trace the development of traditional industries in France. Emphasis should be on ways in which those industries have remained healthy for centuries.

* Advanced Level

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban areas

OBJECTIVE 7: The students will investigate and determine the reasons that cities in France are few, but growing.

CONTENT OUTLINE

VII. Urban geography
  A. Major urban centers
    1. Paris
    2. Marseilles
    3. Lyons
    4. Bordeaux
    5. Toulouse
  B. Major urban problems
  C. Major accomplishments

ACTIVITIES

* 1. Ask the students to research the founding of the five largest cities in France. The students should relate common elements of these cities at the time they were established. A list of conclusions on patterns regarding the development of these cities should be inferred and included in the report.

* Advanced Level

Vocabulary

Western Europe

Alpine system

Benelux

dissected plateau

fjeld

fjord

heath

huerta

North European Plain

polders

vales

common market

EASTERN EUROPE

OVERVIEW

In-Depth Study--The Soviet Union

Eastern Europe, as identified in this unit, includes the nations of Poland, Hungary, East Germany, Czechoslovakia, Yugoslavia, Rumania, Bulgaria, Albania, and the Soviet Union. Geographically, Greece is an Eastern European nation. However, because it is close to the West politically, it is discussed in the section on Western Europe.

Eastern Europe is less densely populated, less affluent, less urban, and less industrialized than Western Europe. The nations of Eastern Europe vary greatly in their physical settings, economics, and ethnic compositions. These varied countries are linked by their common economic and political importance to the Soviet Union. Major geographical regions of Eastern Europe include the Northern European Plains of East Germany and Poland, an important agricultural area; the Central Mountain Zone, including the Carpathians and Bohemian Basin; the Danubian Plains, excellent agricultural land; and the Southern Mountain Zone.

A large part of Eastern Europe was settled by nomadic invaders. Other settlers of Eastern Europe included the slavic, Asiatic nomads and descendants of the ancient Romans. The descendants of these people are proud of their backgrounds and are independent. This independence contributes to the division of Eastern Europe into so many small countries. Groups of people from different ethnic backgrounds are separated by rugged mountain ranges as well. This feature, too, has contributed to cultural and economic isolation in much of Eastern Europe.

The Soviet Union is the largest country in the world. It is more than two and one-half times the size of the United States and borders on 12 other countries. Its population is also larger than that of the United States. The Soviet Union and its satellite countries of Eastern Europe have regional distinctiveness mainly because of the dominance of the Communist political system.

The U.S.S.R. is divided into 15 separate "republics" based on cultural differences. In reality these units have relatively little power. The economy of the Soviet Union, as well as that of other eastern European countries, is centrally managed. Much of the resources go into heavy industry, thereby creating shortages in consumer goods. The overall standard of living for this area is lower than in Western Europe.

After World War II, the Soviet Union drew the Eastern European countries into its political and economic orbit. The manpower, resources, and production of Eastern Europe are important to the Soviet Union's economy. Eastern Europe is rich in minerals, especially coal, bauxite used in aluminum production, oil, polished rock salt, and potash used in a large chemical industry. In return, the U.S.S.R. supplies most of Eastern Europe's iron ore. Eastern Europe has much rich farmland.

The Council for Mutual Economic Aid (COMECON) was established as an international body between the U.S.S.R. and its satellites in answer to the European Economic Community of Western Europe. Problems enforcing trade regulations on the members, the growing economic independence of many of the Eastern European countries, and the influence of Western culture on the citizens of Eastern Europe, as seen by a demand in a increase in consumer goods, are creating domestic problems for the U.S.S.R. and its satellites. Further problems exist with pollution and industrial expansion. This expansion is often done at the expense of food production. Because of the dominance of the U.S.S.R. in the political, economic, and social organizations of the countries of Eastern Europe, the amount of freedom in each of these countries varies.

The major emphasis of study should be on the Soviet Union with its dominant relationship over most of the countries in this area, with the exception of Yugoslavia and Albania. The student should understand that this is an area in which there has been considerable political instability in the past two centuries. The influence of the Soviet system has given the region some stability, but at the price of limited freedoms.

EASTERN EUROPE

OUTLINE

- I. Map and globe skills
    - A. Countries
        - 1. Poland
        - 2. Hungary
        - 3. East Germany
        - 4. Czechoslovakia
        - 5. Yugoslavia
        - 6. Rumania
        - 7. Bulgaria
        - 8. Albania
    - B. Boundaries
- II. Physical geography
    - A. Climate
        - 1. Continental--northern and central parts of East Europe
        - 2. Mediterranean--southern sections
        - 3. Humid Continental--Plains of Poland
    - B. Landforms
        - 1. Great Plain--Poland
        - 2. Ore Mountains--south of Plain
        - 3. Sudeten Mountains--south of Plain
        - 4. Bohemian Basin--western Czechoslovakia
        - 5. Carpathian Mountains--Czechoslovakia, Poland, Rumania
        - 6. Transylvanian Alps--Rumania
        - 7. Danubian Plain--south of the Carpathians
        - 8. Balkan and Rhodope Mountains--Bulgaria
        - 9. Dinaric Alps--Yugoslavia and Albania
    - C. Rivers
        - 1. Elbe--western Czechoslovakia
        - 2. Vistula--Poland
        - 3. Danube--Austria, Hungary, Yugoslavia, Bulgaria
        - 4. Morava, Sava, Drina--Yugoslavia
        - 5. Oder--Germany, Poland
        - 6. Tisza--Hungary, Yugoslavia
        - 7. Dniester--western U.S.S.R.
        - 8. Volga--U.S.S.R.

D. Bodies of water
    1. Black Sea
    2. Baltic Sea
    3. Adriatic Sea
    4. Aegean Sea

III. Changing Landscape
  A. Natural regions
    1. Northern Plain--Germany to Poland to U.S.S.R.
    2. Central Mountain Zone
      a. Carpathian--Czechoslovakia to Rumania
      b. Sudeten and Ore--Czechoslovakia, Poland, East Germany
      c. Bohemian Basin--industrial core of Czechoslovakia
    3. Danubian Plain
      a. Great Hungarian Plain--Hungary, Rumania, Yugoslavia
      b. Little Hungarian Plain--Czechoslovakia, Austria
    4. Southern Mountain Zone--Balkan peninsula
  B. Political boundaries
    1. Boundaries stabilized at end of World War II
    2. Boundaries inconsistent with geographic divisions
  C. Landlocked nations
    1. Czechoslovakia
    2. Hungary

IV. Resources
  A. Minerals--location
    1. Poland--coal, lead, zinc, iron ore
    2. Hungary--coal, agriculture, bauxite
    3. East Germany--potash, lead, zinc, copper, mercury
    4. Czechoslovakia--coal, water power
    5. Yugoslavia--antimony, bauxite, lead, copper, mercury
    6. Rumania--oil
    7. Bulgaria--oil
    8. Albania--oil
  B. Forests and soils
    1. Numerous forests, especially in mountainous and taiga areas
    2. Fertile soil areas along plains throughout region

V. Population
  A. Density
    1. Cities with large populations are few in number and widely spaced.
    2. Capitals of each country are the largest cities.
    3. Population density reflects the location of industry within each country.

a. Poland
b. Hungary
c. Czechoslovakia
d. Yugoslavia
e. Rumania
f. Bulgaria
g. Albania

B. Cultural groups
1. Slavs--predominant
2. Germans--scattered
3. Magyars--Hungary
4. Moslem--Albania

VI. Living off the land
A. Major crops
1. Poland--rye, potatoes, wheat
2. Hungary--wheat, corn, sugar beets, fruit
3. East Germany--rye, potatoes, sugar beets, forestry
4. Czechoslovakia--livestock, dairying, lumbering
5. Yugoslavia--grapes, olives
6. Rumania--grains, fruits, vegetables, grazing
7. Bulgaria--grains, summer fruits, vegetables
8. Albania--forestry, livestock, tobacco, timber

B. Farms
1. Collective farms
a. All land owned by state
b. Large scale operations
c. Farmers own buildings in common
2. State farms
a. Outdoor factories
b. Supervised by government-appointed managers
c. Workers paid wages by the government
3. Privately owned farms
a. Encouraged
b. Pay incentive for quota production

VII. Urban geography
A. Major urban centers
1. Poland
a. Warsaw
b. Krakow
c. Lodz

2. Hungary
    a. Budapest
    b. Miskolc
3. East Germany
    a. Chemnitz (Karl Marx Stadt)
    b. Dresden
    c. Leipzig
4. Czechoslovakia
    a. Prague
    b. Pilsen
5. Yugoslavia
    a. Belgrade
    b. Zagreb
6. Rumania
    a. Bucharest
    b. Cluj
7. Bulgaria
    a. Sofia
    b. Plovdiv
8. Albania

B. Major urban problems
C. Major accomplishments

EASTERN EUROPE

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

OBJECTIVE 1: The students will understand the role of Eastern European countries as a buffer to the U.S.S.R.

CONTENT OUTLINE

I. Map and globe skill
   A. Countries
      1. Poland
      2. Hungary
      3. East Germany
      4. Czechoslovakia
      5. Yugoslavia
      6. Rumania
      7. Bulgaria
      8. Albania
   B. Boundaries

ACTIVITIES

1. Ask students to label the Eastern European countries on an outline map. Have them compare the present boundaries with a map of the area prior to World War II. Have them note changes.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Physical geography

*OBJECTIVE 2: The student will be able to identify on a topographic map the major physical features of Eastern Europe.

CONTENT OUTLINE

II. Physical geography
   A. Climate
      1. Continental--northern and central parts of East Europe
      2. Mediterranean--southern sections
      3. Humid Continental--plains of Poland
   B. Landforms
      1. Great Plain--Poland
      2. Ore Mountains--south of Great Plain
      3. Sudeten Mountains--south of Great Plain
      4. Bohemian Basin--western Czechoslovakia
      5. Carpathian Mountains--Czechoslovakia, Poland, Rumania
      6. Transylvanian Alps--Rumania
      7. Danubian Plain--south of the Carpathians
      8. Balkan and Rhodope Mountains--Bulgaria
      9. Dinaric Alps--Yugoslavia and Albania
   C. Rivers
      1. Elbe--western Czechoslovakia
      2. Vistula--Poland
      3. Danube--Austria, Hungary, Yugoslavia, Bulgaria
      4. Morava, Sava, Drina--Yugoslavia
      5. Oder--Germany, Poland
      6. Tisza--Hungary, Yugoslavia

ACTIVITIES

1. Ask the students to study a climatic map of the region and determine what areas might be suitable for growing crops. Have them compare their findings with an agricultural map of the area and critique their findings.

2. Have students label the major landforms, rivers, and water bodies on a physical map of the region.

3. Ask the students to chart on a map of the area possible courses for merchant ships wishing to leave the U.S.S.R. and Eastern Europe. The routes should show the importance of access to the Black, Baltic, Adriatic, and Aegean Seas.

7. Dniester--western U.S.S.R.
8. Volga--U.S.S.R.

D. Bodies of water
   1. Black Sea
   2. Baltic Sea
   3. Adriatic Sea
   4. Aegean Sea

GENERALIZATION: Various activities and cultures of the world are directly influenced through the changing environment.

CONCEPT: Changing landscape

OBJECTIVE 3: The students will understand that areas in Eastern Europe without natural barriers have been frequently invaded.

CONTENT OUTLINE

- III. Changing landscape
  - A. Natural regions
    - 1. Northern Plain--Germany to Poland to U.S.S.R.
    - 2. Central Mountain Zone
      - a. Carpathian--Czechoslovakia to Rumania
      - b. Sudeten and Ore--Czechoslovakia, Poland, East Germany
      - c. Bohemian Basin--industrial core of Czechoslovakia
    - 3. Danubian Plain
      - a. Great Hungarian Plain--Hungary, Rumania, Yugoslavia
      - b. Little Hungarian Plain--Czechoslovakia, Austria
    - 4. Southern Mountain Zone--Balkan peninsula
  - B. Political boundaries
    - 1. Boundaries stabilized at end of World War II
    - 2. Boundaries inconsistent with geographic divisions
  - C. Landlocked nations
    - 1. Czechoslovakia
    - 2. Hungary

ACTIVITIES

1. Ask students to draw and label the Northern Plain, Central Mountain Zone, Danubian Plain and Southern Mountain Zone on a map of Eastern Europe. Have them do research on how these areas were formed.

GENERALIZATION: The earth provides us with resources which may be allocated for various uses if conserved. Resources of the earth are finite.

CONCEPT: Resources

*OBJECTIVE 4: The students will understand the importance of East European countries possessing a variety of minerals for industrialization.

CONTENT OUTLINE

IV. Resources
- A. Minerals--location
    1. Poland--coal, lead, zinc, iron ore
    2. Hungary--coal, agriculture, bauxite
    3. East Germany--potash, lead, zinc, copper, salt
    4. Czechoslovakia--coal, water power
    5. Yugoslavia--antimony, bauxite, lead, copper, mercury
    6. Rumania--oil
    7. Bulgaria--oil
    8. Albania--oil, forestry, agriculture
- B. Forest and soils
    1. Numerous forests, especially in mountainous and taiga areas
    2. Fertile soil areas along plains throughout region

ACTIVITIES

1. Ask the students to list the major three minerals processed in each East European country and what they are used for.

* 2. Have the students research how much fertile soil is in each country. Compare and contrast this information with that of Western European countries. Discuss why Western Europe with less soil produces more food.

* Advanced Level

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

***OBJECTIVE 5:** The students will determine reasons why there is cultural isolation in some areas of Eastern Europe.

CONTENT OUTLINE

V. Population
   A. Distribution
      1. Cities with large populations are few in number and widely spaced.
      2. Capitals of each country are the largest cities.
      3. Population density reflects the location of industry within each country.
         a. Poland
         b. Hungary
         c. Czechoslovakia
         d. Yugoslavia
         e. Rumania
         f. Bulgaria
         g. Albania
   B. Cultural groups
      1. Slavs--predominant
      2. Germans--scattered
      3. Magyars--Hungary
      4. Moslems--Albania

ACTIVITIES

1. Ask students to research several large cities in Eastern Europe and compare size, population, and industrial growth to that of several Western European cities.

2. Have the students divide into four groups representing one of the cultural groups. Have them research and report on major problems of each group.

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Land use

OBJECTIVE 6: The students will recognize man's ability to change land use, when possible, by adapting to different methods of production.

CONTENT OUTLINE

VI. Living off the land
  A. Major crops
    1. Poland--rye, potatoes, wheat
    2. Hungary--wheat, corn, sugar beets, fruit
    3. East Germany--rye, potatoes, sugar beets, forestry
    4. Czechoslovakia--livestock, dairying, lumbering
    5. Yugoslavia--grapes, olives
    6. Rumania--grains, fruits, vegetables, grazing
    7. Bulgaria--grains, summer fruits, vegetables
    8. Albania--forestry, livestock, tobacco, timber
  B. Farms
    1. Collective farms
      a. All land owned by state
      b. Large scale operations
      c. Farmers own buildings in common
    2. State farms
      a. Outdoor factories
      b. Supervised by government-appointed managers
      c. Workers paid wages by the government

ACTIVITIES

1. Ask students to compare and contrast the advantages and disadvantages of food production through collective farms, state farms, or private farms.

3. Privately owned farms
    a. Encouraged
    c. Pay incentive for quota production

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

*OBJECTIVE 7: The students will understand the factors which have led to the development of Eastern European cities.

CONTENT OUTLINE

VII. Urban geography
  A. Major urban centers
    1. Poland
      a. Warsaw
      b. Krakow
      c. Lodz
    2. Hungary
      a. Budapest
      b. Miskolc
      c. Pecs
    3. East Germany
      a. Chemnitz (Karl Marx Stadt)
      b. Dresden
      c. Leipzig
    4. Czechoslovakia
      a. Prague
      b. Pilsen

ACTIVITIES

* 1. Have students conduct research of Eastern European cities before the Industrial Revolution. Have them do the same for cities 100 years after this time. Ask them to make comparisons between the two groups.

* Advanced Level

    5. Yugoslavia
        a. Belgrade
        b. Zagreb
    6. Rumania
        a. Bucharest
        b. Cluj
    7. Bulgaria
        a. Sofia
        b. Plovdiv
    8. Albania:Tirana
B. Major urban problems
C. Major accomplishments

SOVIET UNION

OVERVIEW

The Union of Soviet Socialist Republics, established in 1917, has emerged from an isolated backward country into a major world power. Extending from Europe to Asia to the Far East, it is the largest country in the world. China, India, and the U.S.S.R. have the world's largest populations. The U.S.S.R. has a variety of ethnic groups living within its borders. The U.S.S.R. lies largely in the northern latitudes where extremes in climate cause economic problems.

Expansion of industry has caused a growth in existing cities and the creation of new cities as the minerals of the East are sought. Transportation within the Soviet Union relies heavily on its river and canal systems. Seasonal changes affect travel. Almost all rivers are closed at some time during winter.

The Communist Party in the Soviet Union has determined the goals of the country in all areas: agricultural, industrial, and political. Mountains aid in the defense of the country and are particularly important in the East because of deteriorating relations with China.

The U.S.S.R. is second to the U.S. in industrial output. Emphasis on heavy industry and defense production result in a shortage of consumer amenities, including housing and consumer goods. Trading between the Western world and the U.S.S.R. has increased as the Soviet Union continues to expand in all areas.

More than half of the U.S.S.R. is made up of plains that are valuable for farming. Although the country has more farmland than any other country, pollution and problems with industrial expansion have forced the government to import food.

THE SOVIET UNION

OUTLINE

- I. Map and globe skills
  - A. Location
  - B. Boundaries
    - 1. North--Arctic Ocean, Barents Sea, and several small seas
    - 2. East--Bering Sea, Sea of Okhotsk, Pacific Ocean
    - 3. South--Altai Mountains, Tien Shan Mountains, Baltic Sea
    - 4. West--Eastern European Countries
  - C. Land area
    - 1. 8.6 million square miles
    - 2. First in land area
    - 3. Covers part of Europe, Central Asia, and Far East
- II. A. Physical geography
  - A. Climate regions
    - 1. Tundra
      - a. Norwegian border to Bering Sea
      - b. Temperature rarely above freezing
      - c. Permafrost
    - 2. Subarctic
      - a. Northern half of European Russia and all of Asiatic area
      - b. Cold most of the year
      - c. Favors growth of softwoods
    - 3. Taiga
      - a. Siberia and northern Russia
      - b. Favors evergreen forests
    - 4. Humid Continental
      - a. Southern half of European Russia
      - b. Ample rainfall
      - c. Productive farm zone
    - 5. Steppe
      - a. South of humid continental zone in central Asian area
      - b. Rich soil
      - c. Rainfall uncertain
    - 6. Desert
      - a. Northern and eastern shores of the Caspian Sea
      - b. Vast wasteland

7. Mediterranean
   a. Crimean peninsula
   b. Mild, wet winters; hot, dry summers
   c. Known as "Russian Riviera"
8. Humid Subtropical
   a. Valleys between Black and Caspian Seas
   b. South of Caucasus Mountains

B. Landforms
   1. Northern European Plain
   2. Ural Mountains
   3. West Siberian Uplands
   4. Trans-Caspian Lowlands
   5. Uplands and highlands of central and eastern Siberia
   6. Mountain ranges along southern boundaries

C. Rivers
   1. Names
      a. Dnieper
      b. Don
      c. Volga
      d. Ob
      e. Yenisey
      f. Lena

D. Prominent bodies of water
   1. Lake Baikal
   2. Lake Balkash
   3. Aral Sea
   4. Caspian Sea
   5. Black Sea and Sea of Azov
   6. White Sea
   7. Baltic Sea
   8. Arctic Ocean
   9. Sea of Japan

III. Changing landscape
   A. Natural regions
      1. Kola--Karelian
      2. Russian Plain
      3. Caucasus
      4. Urals and Novaya Zemlya
      5. West Siberian Plain

  - 6. Central Siberia
  - 7. Baikal Area
  - 8. Northeastern Siberia
  - 9. The Far East
- B. Reclaimed Land
  - 1. Located mostly in European Russia (Byelorussia)
  - 2. Artificial irrigation
    - a. Northern Caucasus
    - b. Volga region
    - c. Around Moscow

IV. Resources

- A. Forests and soils
  - 1. Enormous areas of forests and grazing land
  - 2. Some of world's most fertile soil
  - 3. Vast areas of desert and frozen wastelands
- B. Minerals
  - 1. Ukraine
    - a. Coal
    - b. Iron
    - c. Manganese
    - d. Salt
    - e. Natural Gas
  - 2. Ural Mountains
    - a. Iron
    - b. Copper
    - c. Aluminum
    - d. Potash
    - e. Asbestos
  - 3. Volga--Urals
    - a. Petroleum
    - b. Natural Gas
  - 4. Caucasus--Caspian
    - a. Lead
    - b. Zinc
  - 5. Kazakh Upland
    - a. Coal
    - b. Copper
  - 6. Kuznetsk Basin--coal

- C. Hydroelectric resources
    - 1. Main centers
        - a. Volga
        - b. Kama
        - c. Rivers of Northern Caucasus
    - 2. Thermal and nuclear power plants
- V. Population
    - A. Distribution
        - 1. European Russia--west of the Ural Mountains
            - a. Population density varies from 135 to 676 per square mile
            - b. Population concentrated in western U.S.S.R.
        - 2. Eastern Soviet Union--east of the Ural Mountains
            - a. Population density is 10 per square mile
            - b. Many ethnic groups
    - B. Cultural groups
        - 1. Indo-European
        - 2. Altaic
        - 3. Urolic
        - 4. Caucasian
        - 5. Slavic--Russian, Ukranvian, Byelorussian (75 percent)
        - 6. Turkic--Uzbeks, Kazak (15 percent)
    - C. Languages
        - 1. More than 120 languages spoken
        - 2. Russian language taught in all schools
    - D. Natural Growth
        - a. Birth rate--15 per 1,000 annually
        - b. Death rate--9 per 1,000 annually
- VI. Living off the land
    - A. Major crops
        - 1. Livestock
        - 2. Forage crops (corn, wheat, rye, barley, oats)
        - 3. Industrial crops (cotton, sunflowers, sugar beets)
        - 4. Vegetables
    - B. Farms
        - 1. Collective farms
            - a. Large scale cooperatives
            - b. Farmers own buildings in common
            - c. All land owned by state
            - d. Workers receive a share of the harvest based on the work contributed

    2. State farms
        a. Outdoor factories
        b. Some more successful than others
        c. Formulated by Communist party under Stalin
  C. Five year plans
    1. Intended to increase agricultural production
    2. Some more successful than others
    3. Formulated by Communist party under Stalin

VII. Urban geography
  A. Major urban centers
    1. Moscow
    2. Leningrad
    3. Murmansk
    4. Volgograd
    5. Kiev
    6. Odessa
    7. Tashkent
    8. Vladivostok
  B. Major urban problems
  C. Major accomplishments

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

OBJECTIVE 1: The students will use longitude and latitude to locate the Soviet Union.

CONTENT OUTLINE

I. Map and globe skills
  A. Location
  B. Boundaries
    1. North--Arctic Ocean, Barents Sea and several small areas
    2. East--Bering Sea, Sea of Okhotsk, Pacific Ocean
    3. South--Altai Mountains, Tien Shan Mountains
    4. West--Eastern European countries
  C. Land area
    1. 8.6 million square miles
    2. Ranks first in land area
    3. Covers part of Europe, Central Asia, and Far East

ACTIVITIES

1. Ask students to label the boundaries of the U.S.S.R. on an outline map. Have them compare the range of latitudes across the United States with those of the U.S.S.R.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Physical geography

OBJECTIVE 2: The students will be able to locate and describe the differences between the major climatic regions of the U.S.S.R.

CONTENT OUTLINE

II. Physical geography
    A. Climate
        1. Tundra
            a. Norwegian border to Bering Sea
            b. Temperature rarely above freezing
            c. Permafrost
        2. Subarctic
            a. North half of European Russia
            b. Cold most of the year
            c. Favors growth of softwoods
        3. Taiga
            a. Siberia and northern Russia
            b. Favors evergreen forests
        4. Humid Continental
            a. Southern half of European Russia
            b. Ample rainfall
            c. Productive farm zone
        5. Steppe
            a. South of humid continental zone in central Asian area
            b. Rich soil
            c. Rainfall uncertain

ACTIVITIES

1. Give the students an outline map of the U.S.S.R. Ask the students to use different colored pencils/pens to show the chief climatic areas of the U.S.S.R. Eight climatic areas should be identified.

2. Ask the students to compare the U.S.S.R. to Northwest Europe and mid-continental U.S. in severity of weather.

3. Ask the students to list the natural resources of the Taiga area. The students will explain why the area is sparsely populated by noting climate, weather, agriculture, transportation, and rivers.

    6. Desert
        a. Northern and eastern shores of the Caspian Sea
        b. Vast wasteland
    7. Mediterranean
        a. Crimean peninsula
        b. Mild, wet winters; hot, dry summers
        c. Known as "Russian Riviera"
    8. Humid Subtropical
        a. Valleys between Black and Caspian Seas
        b. South of Caucasus Mountains
B. Landforms
    1. Northern European Plain
    2. Ural Mountains
    3. West Siberia Uplands
    4. Trans-Caspian Lowlands
    5. Uplands and highlands of central and eastern Siberia
C. Prominent bodies of water
    1. Lake Baikal
    2. Lake Balkash
    3. Aral Sea
    4. Caspian Sea
    5. Black Sea and Sea of Azov
    6. White Sea
    7. Baltic Sea
    8. Arctic Ocean
    9. Sea of Japan
D. Rivers
    1. Dnieper
    2. Don
    3. Volga
    4. Ob
    5. Yenisey
    6. Lena

GENERALIZATION: Various activities and cultures of the world are directly influenced through the changing environment.

CONCEPT: Changing landscape

OBJECTIVE 3: Students will be able to describe ways that the Soviet people have modified their environment to suit their economic and social needs.

CONTENT OUTLINE

III. Changing landscape
  A. Natural regions
    1. Kola--Karelian
    2. Russian Plains
    3. Caucasus
    4. Urals and Novaya Zemlya
    5. West Siberian Plains
    6. Central Siberia
    7. Baikal area
    8. Northeastern Siberia
    9. Far East
  B. Reclaimed Land
    1. Located mostly in European Russia (Byelorussia)
    2. Artificial irrigation
      a. Northern Caucasus
      b. Volga region
      c. Around Moscow

ACTIVITIES

1. Divide the class into groups. Ask each group to research and orally report on the following topics:

   a. Trans-Siberian Railroad
   b. Industrial structure of the Ukraine
   c. Economic activities of the northern lands

   After the students have completed their reports, ask them to list the environmental changes that have been brought about in these areas.

* 2. Ask the students to research manmade canals near the Volga and enumerate benefits to the Soviet transportation system.

3. Ask the students to make a chart comparing activities in the plains areas to those in the mountainous area of European Russia. If studied, these should be compared with similar areas of Eastern Europe. Students should be able to state trends.

* Advanced Level

GENERALIZATION: The earth provides us with resources which may be allocated for various uses or conserved.

CONCEPT: Resources

OBJECTIVE 4: The students will be able to identify the natural resources that influence industrial location or growth.

CONTENT OUTLINE

IV. Resources
  A. Mineral Resources and Areas
    1. Ukraine
      a. Coal
      b. Iron
      c. Manganese
      d. Salt
      e. Natural Gas
    2. Ural Mountains
      a. Iron
      b. Copper
      c. Aluminum
      d. Potash
      e. Asbestos
    3. Volga--Urals
      a. Petroleum
      b. Natural Gas
    4. Caucasus--Caspian
      a. Lead
      b. Zinc
    5. Kazak Upland
      a. Coal
      b. Copper
    6. Kuznetsk Basin

ACTIVITIES

1. Ask the students to choose a major industrial region of the U.S.S.R. to research. Written reports should include a discussion of each region as a) a major source of raw materials, b) a major source of power, c) centers of iron and steel manufacturing, and d) centers of metal fabricating. Common links should be noted. The information about each region can then be discussed in class. Conclusions relative to the influences of natural resources on industrial location and growth can be drawn.

B. Forests and soils
   1. Enormous areas of forests and grazing land
   2. Some of the world's most fertile soil
   3. Vast areas of desert and frozen wasteland

C. Hydroelectric resources
   1. Main centers
      a. Volga
      b. Kama
      c. Rivers of Northern Caucasus
   2. Thermal and nuclear power plants

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

OBJECTIVE 5: The students will be able to identify and explain the factors which affect the distribution of population in the U.S.S.R.

OBJECTIVE 6: The students will cite major geographical, cultural, and population differences between the areas.

CONTENT OUTLINE

V. Population
  A. Distribution
    1. European Russia--west of the Ural Mountains
      a. Population density varies here from 134 to 676 per square mile.
      b. Population is concentrated in western U.S.S.R.
    2. Eastern Soviet Union--east of the Ural Mountains
      a. Population density is 10 per square mile.
      b. Many ethnic groups exist here.
  B. Cultural groups
    1. Indo-European
    2. Altaic
    3. Uralic
    4. Caucasian
    5. Slavic--Russian, Ukranian, Byelorussian (75 percent)
    6. Turkic--Uzbeks, Kazaks (15 percent)

ACTIVITIES

1. Ask students to research and orally report on the Byelorussians and Uzbeks. Compare and contrast the two groups.

* 2. Ask the students to research and discuss the following:

   a. What two movements of population have considerably altered the pattern of population distribution in the Soviet Union in recent decades?

   b. What proportion of the population still lives West of the Urals?

   c. What proportion of the population was listed as urban according to the latest available census figures?

* Advanced Level

C. Languages
   1. More than 120 languages spoken
   2. Russian language taught in all schools

D. Natural Growth
      a. Birth rate--15 per 1000 annually
      b. Death rate--9 per 1000 annually

d. What proportion of the increase in urban population between 1926 and 1939 was accounted for by migration from rural areas?

e. What percent of Soviet people are women?

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 7: The students compare and contrast farming in the United States and farming in the U.S.S.R.

CONTENT OUTLINE

- VI. Living off the land
  - A. Major Crops
    - 1. Livestock
    - 2. Forage crops (corn, wheat, rye, barley, oaks)
    - 3. Industrial crops (cotton, sunflowers, sugar beets)
    - 4. Vegetables
  - B. Farms
    - 1. Collective farms
      - a. Large scale cooperatives
      - b. Farmers own buildings in common
      - c. All land owned by state
      - d. Workers receive a share of the harvest
    - 2. State farms
      - a. Outdoor factories
      - b. Supervised by government-appointed managers
      - c. Workers are paid wages by the government
  - C. Five year plans
    - 1. Intended to increase agricultural production
    - 2. Some more successful than others
    - 3. Formulated by Communist Party under Stalin

ACTIVITIES

1. Ask three students to represent an American farmer, a worker on a state farm, and a collective farm worker. These students will form a panel and will discuss farming methods, kinds of crops grown, the life style of the farmers and family, methods of reward offered by each system, and restriction of productivity. Have the class discuss the advantages and disadvantages of living on the three farms.

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

OBJECTIVE 8: The students will compare cities and their problems in the Soviet Union.

CONTENT OUTLINE

VII. Urban geography
  A. Major urban centers
    1. Moscow
    2. Leningrad
    3. Murmansk
    4. Volgograd
    5. Kiev
    6. Odessa
    7. Tashkent
    8. Vladivostok
  B. Major urban problems
  C. Major accomplishments

ACTIVITIES

1. Ask the student to research the role of women in the work force in cities in the U.S.S.R. They should note that 85 percent of women are in the Soviet work force. Conclusions should be drawn on the effects of this. They should include a section on the role of government in making city life easier.

2. Ask students to compare the income of industrial workers with farm workers in the Soviet Union. Discuss in class the effectiveness of a classless society.

VOCABULARY

Eastern Europe

COMECON

heath

moraine

permafrost

taiga

tundra

Urals

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ANGLO AMERICA

OVERVIEW

The term Anglo America is a term indicating a common geo-cultural area which includes many distinct racial and ethnic groups. Anglo America, as the term is used in this unit, will include the countries of Canada and the United States. Relative to the rest of the world, the history of these two countries is brief; however, their impact on the rest of the world has been very significant.

The United States and Canada are very closely related economically, politically, and geographically. The governments of both countries are stable and democratic in orientation. As a result both countries have high standards of living and are major manufacturing nations. These two countries are of such importance in the world affairs that both will be examined fully. The study of this unit will provide opportunities for students to examine some of the features of the land, economy, and population which have contributed to the greatness of these two partners on the North American continent.

ANGLO AMERICA

OUTLINE

- I. Map and globe skills
  - A. Canada--provinces and territories
  - B. United States--states
- II. Physical geography
  - A. Climate and vegetation
    - 1. Tundra--High latitude marine
    - 2. Taiga--High latitude continental
    - 3. Marine west coast
    - 4. Mediterranean
    - 5. Desert
    - 6. Steppe
    - 7. Humid continental
    - 8. Humid subtropical
  - B. Landforms
    - 1. Geographic regions
      - a. Coastal Plains--Atlantic
      - b. Appalachian Mountains
      - c. Central Basin
      - d. Rocky Mountains
      - e. West Coast
      - f. Islands
    - 2. Rivers and lakes
      - a. Great Lakes
      - b. St. Lawrence River
      - c. Mississippi River System
      - d. Great Salt Lake
    - 3. Coastline
      - a. Harbors
      - b. Islands
      - c. Peninsulas and bays
- III. Changing landscape
  - A. Glaciation
  - B. Subsidence, lifting, volcanic action, plate theory
  - C. Erosion
  - D. Pollution

IV. Resources
    A. Metals
    B. Fuels
    C. Others
V. Population
    A. Distribution
        1. Locations of population concentration
        2. Reasons for existence
    B. Population movements
        1. Regional
        2. Rural to urban
        3. Urban to suburban
VI. Living off the land
    A. Major farming regions
        1. Forest belt of Canada
        2. Hay and forest belt
        3. Hay and dairy belt
        4. Stock raising area of the west
        5. Fruit and vegetable areas of the Mediterranean climate
        6. Corn belt
        7. Wheat belt
        8. Cotton belt
        9. Gulf coast subtropical crops belt
        10. Middle Atlantic truck farming belt
    B. Export products
VII. Urban Areas
    A. Large cities
        1. New York
        2. Chicago
        3. Los Angeles
        4. Atlanta
        5. Toronto
        6. Quebec
        7. Vancouver
        8. Ottawa
    B. Major urban problems

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

OBJECTIVE 1: The students will be able to identify the states and provinces of the United States and Canada.

OBJECTIVE 2: The students will be able to locate the United States in relation to the oceans and continents of the world.

CONTENT OUTLINE

I. Map and globe skills
  A. North America
    1. Canada--provinces and territories
    2. United States--states

ACTIVITIES

1. Issue a map of the United States and Canada with the states and provinces outlined. Ask the students to fill in the proper names using an atlas or other source material.

2. Ask several students to create a display for the bulletin board concerning the states of the U.S. They may choose to show the order of admittance or other territorial information. Students might also be asked to determine certain facts about the states that they portray (e.g., major products in agriculture or industry, population information, major features of the area, and so forth).

3. Issue a map of the world to the students. Ask the students to locate the continents and oceans as well as the United States and Canada. Ask the students to determine the distance from the United States to each of the other continents.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Physical geography

OBJECTIVE 3: The students will be able to diagram the general wind and pressure belts of the earth.

OBJECTIVE 4: The students will be able to name, describe, and locate the high latitude climatic regions of North America.

OBJECTIVE 5: The students will be able to locate and give short descriptions of each of the middle latitude climates found on the North American continent.

CONTENT OUTLINE

II. Physical geography
  A. Climate and vegetation
    1. Tundra--high latitude marine
    2. Taiga--high latitude continental
    3. Marine west coast
    4. Mediterranean
    5. Desert
    6. Steppe
    7. Humid continental
    8. Humid subtropical

ACTIVITIES

1. Provide each student with an outline of the earth with latitudes 0°, 30°, 60°, and 90° marked. Ask the students to mark the maps with the pressure belts and prevailing winds between those latitudes.

* 2. Issue each student a sheet of paper with two lines across it. These lines are to be marked as low and high pressure belts. Divide the class into groups of two. One person in each group will be the earth and another is to be the wind.

Ask the students to decide in which direction the wind would move between the pressure belts. This is to be indicated by one arrow drawn vertically. Have the student who is the earth hold the paper by each edge, but keep it flat on the desk. Have the student who is to be wind place the point of a pencil on the high pressure belt and slowly begin to move it downward to the low pressure belt. While this is being done, the student who is the earth will

* Advanced Level

move the paper in the direction of the rotation of the earth. The resulting line will be a diagonal similar to the diagonal line representing the wind direction. Ask the students to draw conclusions.

3. Ask the students to select a book from an appropriate reference list concerning the regions studied. Have them report to the class on the major points of the book.

4. Ask the students to research and list the different animals found in the polar regions. Have them collect and display pictures and share facts about the animals and their ability to exist in their native habitat.

5. Issue to each student the following blank chart to represent North America. After discussion of the climates of the region and their locations, ask each student to assign the appropriate climate to each region.

Marine West Coast
Desert
Steppe
Humid Continental

Mediterranean
Humid Subtropical

Tundra
Taiga

6. After a class discussion of the prevailing winds of the middle latitudes and their effect on climate, ask the students to write a description of what would happen as they travel across the United States at 45° North and at 35° North.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Topography

*OBJECTIVE 6: The students will be able to locate the main landforms found in Anglo America.

OBJECTIVE 7: The students will be able to locate the major rivers, lakes, and coastal features on an outline map of the United States.

CONTENT OUTLINE

B. Landforms
  1. Geographic regions
    a. Coastal Plains--Atlantic
    b. Appalachian Mountains
    c. Central Basin
    d. Rocky Mountains
    e. West Coast
    f. Islands
  2. Rivers and lakes
    a. Great Lakes
    b. St. Lawrence River
    c. Mississippi River
    d. Great Salt Lake
  3. Coastline
    a. Harbors
    b. Islands
    c. Peninsulas and bays

ACTIVITIES

1. Ask the students to draw an outline map of North America with the approximate boundaries of the major geographic regions.

2. Issue each student a topographical map of North America. Ask students to label the landforms on the map with the appropriate titles. When this is done have them draw a straight line across the map at any latitude they wish. Ask the students to construct a profile of the continent along that line.

3. Get several travel maps of the United States. With a colored marker trace several routes across the country. Allow the students to choose one of the routes. Once they have chosen a route ask them to write a description of the land and climates they would cross in a trip along that route. (Other map skills could be used with this activity.)

4. Have students play Location Bingo: The instructor should first prepare a large map of North America

divided into six or more equal parts. Each part should have a coastline as well as land areas. Over each section draw a grid with 25 equal spaces. If possible print the word Bingo across the top. In general, they should look as much like bingo cards as possible. Buttons, dried beans, dry corn, and so forth can be used for playing pieces.

The teacher should also prepare a long series of questions about rivers, lakes, and coastal features. These questions should be short and have answers which are specific.

Issue the sections randomly. Call out the questions. As in Bingo, the first student to get five spaces marked in a row wins. This kind of game can be used in other areas as well.

5. Print several copies of maps of the United States and Canada. These maps should include physical features. Ask the students to glue these to pieces of cardboard. Once they have done this, have the students cut the map into pieces. Each student should decide the shape and size of the pieces. The pieces should be big enough so that features are recognizable. Allow students to try to put these pieces together as one would a puzzle. The rule, however, is that no student can put a piece on the map unless he or she can identify the physical features shown. Keep a record of identification and present ribbons or prizes to the winners.

GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and human influence.

CONCEPT: Topography

OBJECTIVE 8: The students will be able to explain how wind and water combine with other natural forces as shapers of landscape.

CONTENT OUTLINE

III. Changing landscape
  A. Glaciation
  B. Subsidence, lifting, volcanic action, plate theory
  C. Erosion
  D. Pollution

ACTIVITIES

1. Request that students bring to class balloons and latex paint. Divide the students into groups of two. One of the members of each group should blow the balloon to about half size. The other should paint the balloon heavily with the paint. When the paint is dry ask the students to blow the balloon to a larger size. The paint will crack into sections much as the surface of the earth. Let the air out of the balloons and check results.

2. In preparation for this activity, request the Home Economics Department to freeze a large block of ice. Ask a student to place the block of ice at one edge of the pan of sand and push it half way across the pan. Allow the students to observe the pile of sand pushed up in front of the ice and the depression behind it. Ask the students to compare this to areas of the world where glaciers have existed in the past.

3. Invite a speaker from the United States Corps of Engineers to discuss with the class how the Corps controls erosion.

GENERALIZATION: The earth provides us with resources which may be allocated for various uses or conserved. Resources of the earth are finite.

CONCEPT: Resources

*OBJECTIVE 9: The students will be able to name and locate the major minerals found in North America.

CONTENT OUTLINE

IV. Resources
  A. Metals
  B. Fuels
  C. Other resources

ACTIVITIES

1. Help the students create a classroom museum of mineral samples or pictures of minerals produced in North America. For each sample contributed, ask the students to construct a label giving information about the mineral and to draw a small map showing the sources of the minerals in North America.

2. Ask the students to conduct a scavenger hunt in and around the school. Make a list of minerals that have been used in the area. Issue the list to the students and let them begin their hunt. To get credit for finding the minerals, the students must state in writing the location in which each mineral was found as well as the sources from which the mineral may have been derived in the United States and Canada.

GENERALIZATION: Societies develop cultures of their own even though some ideas may be borrowed from other cultures.

CONCEPT: Population

OBJECTIVE 10: The students will be able to identify the major cultural contributors to Anglo American society.

CONTENT OUTLINE

V. Population
  A. Distribution
    1. Locations of population concentration
    2. Reasons for existence
  B. Population movement
    1. Regional
    2. Rural to urban

ACTIVITIES

1. Ask each student to draw colored lines on world maps connecting the major sources of North American population and the areas where the population settled. When the sources of population have been determined, ask the students to research the cultures and customs of those countries which have been adopted in this country.

2. Ask the students to construct a bar graph showing the numbers of immigrants entering the United States for a set of years. A further breakdown of immigration might also include another bar graph showing how many people came from various countries in each year in the set.

3. Ask the students to conduct a survey of their immediate neighborhoods to determine the origin of most of the residents and the reasons for coming. Request that the students work together to create a map showing the major sources of population in their neighborhood. Also ask them to compile a list of reasons why people move from place to place in this country.

GENERALIZATION: The products of the land are important to man in that they furnish food, clothing, and shelters.

CONCEPT: Resources

OBJECTIVE 11: The students will be able to identify the major belts of vegetation in Anglo America.

CONTENT OUTLINE

VI. Living off the land
    A. Major farming regions
        1. Forest belt of Canada
        2. Hay and forest belt
        3. Hay and dairy belt
        4. Stock raising area of the West
        5. Fruit and vegetable areas of the Mediterranean climate
        6. Corn belt
        7. Wheat belt
        8. Cotton belt
        9. Gulf coast subtropical crops belt
        10. Middle Atlantic truck farming belt
    B. Export products

ACTIVITIES

1. Ask the students to list the foods served at any given meal. Have them check the label of canned or frozen foods for their contents. Ask students to prepare a map of North America showing the possible locations of the sources of food.

2. Divide the class into groups. One group is to prepare a large map of North America and each of the other groups is to investigate what foods are produced in one of the designated farming regions. Request students to bring samples or pictures of food produced place on the map. The students could also make reports on each product.

* 3. Ask the students to use the almanac or other sources to prepare a list of agricultural export products for the United States and Canada. Assign each student one or two of the products to be researched. Ask the students to find out where the products are exported from the United States. They can use yarn to connect the area on a world map that produces the product to the area that uses them. (This activity is useful to show the destination of Louisiana rice after it leaves the state. Use the map from Activity 2.)

* Advanced Level

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

*OBJECTIVE 12: The students will be able to state several problems facing cities.

CONTENT OUTLINE

VII. Urban geography
    A. Large cities
        1. New York
        2. Chicago
        3. Los Angeles
        4. Atlanta
        5. Toronto
        6. Quebec
        7. Vancouver
        8. Ottawa
    B. Modern problems

ACTIVITIES

1. Make arrangements to receive copies of several major urban newspapers for several weeks. Ask the students to develop a display of articles relating to urban problems. Use the articles to start discussion concerning possible solutions to these problems. (Concentrate on problems other than crime, because students will tend to find this one more attractive than pollution, waste disposal, traffic, and other problems.)

* 2. Divide the class into several action teams. Using a prepared list of urban problems or the samples from the previous exercise, assign several of the problems to each group. Over a weekend or holiday, ask these groups to examine their own area for examples of these problems.

Results can be written and locations of problems can be marked on a city map. These can be used as discussion material or the class could prepare a report and a list of solutions for the city council.

* Advanced Level

VOCABULARY

Anglo America

Appalachian Mountains

Atlantic Seaboard

Bering Sea

Canadian Shield

Colorado Plateau

Cotton Belt

Death Valley

Grand Canyon

Great Basin

Great Plains

Gulf Coast

Gulf of California

Lakes Peninsula

Ozark Mountains

permafrost

piedmont

prairie

Rocky Mountains

St. Lawrence Seaway

Sierra Nevada

LATIN AMERICA

OVERVIEW

Latin America, like any other region, has distinct differences in land, climate, cultural patterns, and government. Because of its nearness to the United States, Latin America is very important to the United States. Latin America is a rough land with thousands of miles of mountain ranges, one of the longest rivers in the world, and inhabitants with an average life span of 45 years. Parts of Latin America have never been mapped.

Below the southern border of the United States lie Mexico, the West Indies, and several countries of Central and South America. The European people who settled in these countries came chiefly from Spain and Portugal. Spanish and Portuguese are the chief languages spoken there today. These languages grew out of the old Latin language, and for that reason all America south of the United States is commonly known as Latin America. The religion, arts, and customs of Latin America come largely from Spain and Portugal.

Since a large part of Latin America is in the tropics, Latin American farmers specialize in such tropical crops as sugar cane, bananas, coffee, tobacco, and cacao. The region has rich deposits of minerals that are important for industries in Latin America and abroad. Petroleum is one of the most important natural resources.

Although Latin America is rich in resources, this area has many problems. The rapidly growing population lacks education and training in vocational and technical skills. Communication and transportation problems have impeded development. Unstable governments have caused political, economic, and social unrest. Most of the countries need to develop stable governments and to implement land reforms.

In modern times the influence of the United States has been very strong in Latin America. In 1933 President Franklin D. Roosevelt started the "Good Neighbor Policy." In 1948 the Organization of American States was formed to improve relations among the nations of the Americas. In 1961 an Alliance for Progress was established to improve economic, social, and cultural conditions in Latin America. These and other efforts have somewhat improved conditions, but there is still a great deal of progress to be made in these countries.

I. Map and globe skills
    A. Mexico
    B. Central America
    C. South America
    D. Caribbean

II. Physical geography
    A. Topography
        1. Andes Mountains
        2. Lower Highlands of Guyana
        3. Central Lowlands
        4. Pampas
        5. Amazon Basin
        6. Sierra Madres
        7. Atacama Dessert
    B. Climate
        1. Humid tropical
        2. Wet and dry tropical/subtropical
        3. Tropical and subtropical desert
        4. Mediterranean
        5. Humid subtropical
        6. Maritime
        7. Highlands
    C. River systems
        1. Amazon
        2. Plata
        3. Orinoco

III. Changing landscape
    A. Physical features
        1. Andes Mountains
        2. Guyana Highlands
        3. Amazon River
        4. Isthmus of Panama
        5. Sierra Madres

B. Natural forces
  1. Wind
  2. Water
  3. Internal pressures

IV. Resources
  A. Minerals
    1. Brazil--diamonds
    2. Brazil and Venezuela--iron ore
    3. Chili and Peru--copper and nitrates
    4. Bolivia--tin
    5. Mexico--petroleum and silver
    6. Caribbean Sea and Gulf of Mexico--petroleum and natural gas
  B. Industrial products
    1. Petroleum
    2. Chemicals
    3. Food processing--beef
    4. Coffee
    5. Forestry
    6. Steel
    7. Textiles

V. Population
  A. Ancient population centers
    1. Aztecs
    2. Mayas
    3. Incas
  B. Modern population centers
    1. Andes and Central Mexico
    2. Caribbean Islands
    3. Southeastern coast of Brazil
    4. Parts of Chile

VI. Living off the land
  A. Agriculture
  B. Monoculture
  C. Land reform

VII. Urban geography
  A. Major urban centers
    1. Mexico City
    2. Brasilia
    3. Buenos Aires
    4. Montevideo
    5. Santiago
    6. Sao Paulo
    7. Rio de Janeiro
  B. Major urban problems
    1. Unemployment
    2. Urban decay
    3. Transportation
    4. Unskilled workers
    5. Energy sources
    6. Unstable governments

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

*OBJECTIVE 1: The students will be able to identify the four divisions of Latin America and the countries in each division.

OBJECTIVE 2: The students will be able to locate the Latin American countries and to identify their global location in relation to other countries and other continents.

OBJECTIVE 3: The students will be able to tell the time zones in which Latin America is located.

CONTENT OUTLINE

I. Map and globe skills
   A. Mexico
   B. Central America
   C. South America
   D. Caribbean

ACTIVITIES

1. Ask the students to locate and label on an outline map the four areas of Latin America--Mexico, Central America, South America, the Caribbean, and the countries in each. The students will color the areas of the map using brown for Mexico, red for South America, yellow for Central America, and green for the Caribbean.

2. Ask the students to compare the global position of Latin American countries with those of Europe, Asia, and other land masses.

3. Ask the students to assume the role of a newscaster in Santiago, Chile, and announce both the local time and the time in Baton Rouge, Louisiana. Repeat this announcement using other cities.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Physical geography

*OBJECTIVE 4: The students will be able to identify the major topographical features, climates, and river systems of Latin America.

CONTENT OUTLINE

II. Physical geography
  A. Topography
    1. Andes Mountains
    2. Lower Highlands of Guyana
    3. Central Lowlands
    4. Pampas
    5. Amazon Basin
    6. Sierra Madres

ACTIVITIES

1. Ask the students to compare and contrast the topographic features of Latin America such as the following: the Guyana Highlands, the Pampas, the Andes Mountains, Patagonia, the Gran Chaco, the Amazon Basin, and the Sierra Madres.

2. Ask the students to locate and label the major topographic regions on an outline map of Latin America and explain the role that mountains play in economic development.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Physical geography

OBJECTIVE 5: The student will be able to explain why the climate in Latin America is diverse.

CONTENT OUTLINE

B. Climate
  1. Tropical rainforest
  2. Tropical savanna
  3. Desert
  4. Steppe
  5. Mediterranean
  6. Humid subtropical
  7. Marine

ACTIVITIES

1. Ask the students to design a color legend for the Latin American climate zones and color the zones on a climate map.

2. Ask the students to plan a wardrobe needed for a trip to Puerto Rico, Peru, Paraguay, Brazil, and Tierra del Fuego, leaving Louisiana in June.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Physical geography

*OBJECTIVE 6: The students will be able to locate the major rivers of Latin America and to describe river transportation.

CONTENT OUTLINE

C. River systems
  1. Amazon
  2. Plata
  3. Orinoco

ACTIVITIES

1. Ask the students to locate and label on an outline map the three major river systems of Latin America.

* 2. Ask the students to compare and to contrast the river transportation systems of Latin America with the river transportation systems of Louisiana.

* Advanced Level

GENERALIZATION: The world landscape is in a continuous state of change from the forces of nature and the influence of humans.

CONCEPT: Changing landscape

OBJECTIVE 7: The students will be able to cite examples of changing landscape in Latin America caused by wind, water, ice, and internal pressures.

CONTENT OUTLINE

III. Changing landscape
  A. Physical features
    1. Andes Mountains
    2. Guyana Highlands
    3. Amazon River
    4. Isthmus of Panama
  B. Natural forces
    1. Wind
    2. Water
    3. Internal pressures

ACTIVITIES

1. After examining a relief map of North America and South America, ask the students to compare and contrast the topography of North America with the topography of South America.

2. Ask the students to list examples of changing landscape caused by wind, water, ice, and internal pressures. Ask the students to prepare a class geography scrapbook that illustrates the changes in the landscape of Latin America.

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GENERALIZATION: The earth provides resources which may be allocated for various uses or conserved.

CONCEPT: Resources

OBJECTIVE 8: The students will be able to differentiate between the natural resources and products added by the industries of Latin America.

CONTENT OUTLINE

IV. Resources
  A. Minerals
    1. Brazil--diamonds
    2. Brazil and Venezuela--iron ore
    3. Chile and Peru--copper and nitrates
    4. Bolivia--tin
    5. Mexico--petroleum and silver
    6. Caribbean Sea and Gulf of Mexico--petroleum and natural gas
  B. Industrial products
    1. Petroleum
    2. Chemicals
    3. Food processing--beef
    4. Coffee
    5. Forestry
    6. Steel
    7. Textiles

ACTIVITIES

1. Ask the students to compile information on a bar graph showing the amount of mineral production in Latin America and the amount of mineral production in the United States.

2. Ask the students to design a legend and construct a map showing the places where products are manufactured in Latin America.

* 3. Ask the students to list the natural resources of Latin America that have a world market and the reason why the world must have interdependence of nations. Use this to demonstrate international economic interdependence.

* Advanced Level

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

*OBJECTIVE 9: The students will be able to locate on a map the major ancient population centers of Latin America and to cite examples of ancient cultural influences on modern Latin America.

CONTENT OUTLINE

V. Population
  A. Ancient population centers
    1. Aztecs
    2. Mayas
    3. Incas

ACTIVITIES

1. Ask the students to locate on a globe the ancient population centers of Latin America.

2. Ask each student to organize and present an oral report based on library research on ancient architecture, government, religion, or family life.

* 3. Ask the students to research and to identify examples of cultural diffusion (customs, beliefs, values, traditions) and to share this information with the class.

* Advanced Level

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

*OBJECTIVE 10: The student will be able to locate on a map the major population centers in Latin America today and furnish information about each population center.

CONTENT OUTLINE

B. Modern population centers
   1. Andes and Central Mexico
   2. Caribbean Islands
   3. Southeastern coast of Brazil
   4. Parts of Chile

ACTIVITIES

1. Ask the students to locate and label on a map the largest cities in Latin America. Have them denote the areas of interest for tourists.

2. Ask the students to draw a "logo" and write a "slogan" for one of the major Latin American cities.

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 11: The students will be able to list the agricultural products and to recognize the factors that reduce agricultural production.

CONTENT OUTLINE

VI. Living off the land
  A. Agriculture
  B. Monoculture
  C. Land reform

ACTIVITIES

1. Ask the students to design a pie/circle graph showing agricultural production for several countries in Latin America.

2. Ask the students to list those Latin American countries that are monocultures. Have them discuss the factors which cause this kind of agriculture.

3. Ask the students to list import food products and export food products of Latin America.

* 4. Form a panel and ask students to participate in a discussion on land reforms in Latin America.

* Advanced Level

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

*OBJECTIVE 12: The students will be able to analyze the present problems facing the urban areas of Latin America and formulate possible solutions to these problems.

CONTENT OUTLINE

VII. Urban geography
  A. Major urban centers
    1. Mexico City
    2. Brasilia
    3. Buenos Aires
    4. Montevideo
    5. Santiago
    6. Sao Paulo
    7. Rio de Janeiro
  B. Major urban problems
    1. Unemployment
    2. Urban decay
    3. Transportation
    4. Unskilled workers
    5. Energy sources
    6. Unstable governments

ACTIVITIES

1. Ask the students to research and to identify the problems that face the major cities in Latin America.

* 2. Ask the students to investigate the form of government in a Latin American country and relate the form of government to economic development.

* 3. Ask the students to develop a case study of Caracas, Venezuela, and Santiago, Chile, focusing on significant urban problems. Have students formulate possible economic, political, and social planning policies that could possibly resolve these major urban problems.

* Advanced Level

MEXICO

OVERVIEW

Mexico is located in southern North America and shares a 1,600-mile boundary with the United States. The population of Mexico consists of many racial mixtures.

The topography of Mexico includes the Sierra Madre Occidental Mountains that run northwest-southeast near the west coast, the Sierra Madre Oriental Mountains that run near the Gulf of Mexico, a dry central plateau, and the tropical coastal lowlands. Altitude is an important factor in Mexico's varied climate.

Mexico is rich in mineral resources. Mexico's major mineral resources are silver, antimony, lead, zinc, mercury, tin, graphite, iron ore, coal, and petroleum. Mexico City, the country's leading industrial center, is encountering many of the most pressing urban problems. Mexico's leading industries include chemicals, petroleum, clothing, and processed foods. Iron and steel production are increasing rapidly. Handicrafts, such as silver products, leather products, and pottery are important sources of income to the Mexican population. In addition, tourism is a significant source of income.

A major portion of the Mexican people earn their living from agriculture, although it is relatively inefficient by modern standards. Altitude is an important factor in crop production.

Mexico's current economic problems are particularly serious and are affecting the United States and other western nations. Unless these problems are solved, the standard of living for most Mexicans will continue to decline.

MEXICO

OUTLINE

- I. Map and globe skills
  - A. Southern North America
  - B. Neighbors
    - 1. United States
    - 2. Guatemala
    - 3. Belize
- II. Physical geography
  - A. Topography
    - 1. Mountains
      - a. Sierra Madre Occidental
      - b. Sierra Madre Oriental
    - 2. Central Plateau
    - 3. Coastal Lowlands
    - 4. Baja Peninsula
  - B. Climate
    - 1. Tierra templada
    - 2. Tierra fria
    - 3. Tierra caliente
- III. Changing landscape
  - A. Mountain ranges
  - B. River systems
- IV. Resources
  - A. Minerals
    - 1. Silver
    - 2. Gold
    - 3. Copper
    - 4. Lead
    - 5. Zinc
    - 6. Mercury
    - 7. Tin
    - 8. Antimony
    - 9. Graphite
    - 10. Iron ore
    - 11. Petroleum

- B. Added products of value
  - 1. Handicrafts
    - a. Jewelry
    - b. Glassware
    - c. Pottery
    - d. Leather
    - e. Others
  - 2. Industry
    - a. Tourism
    - b. Petroleum and natural gas
    - c. Chemicals
    - d. Food processing
    - e. Iron and steel
    - f. Clothing

V. Population
- A. Population density
  - 1. Modern
  - 2. Ancient
- B. Ethnic groups
  - 1. Mestizo
  - 2. Mulatto
  - 3. Zambo
- C. Language
- D. Government
- E. Religion

VI. Living off the land
- A. Land ownership
  - 1. Small farms
  - 2. Haciendas
- B. Green Revolution
- C. Agriculture
  - 1. Cotton
  - 2. Coffee
  - 3. Sugar cane
  - 4. Wheat
  - 5. Corn
  - 6. Beans
  - 7. Rice
  - 8. Cacao

        9. Sisal
        10. Bananas
- VII. Urban geography
    - A. Mexico City
    - B. Monterrey
    - C. Guadalajara
    - D. Acapulco

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

OBJECTIVE 1: The students will be able to locate and label the country of Mexico and its neighboring countries on a world map.

CONTENT OUTLINE

I. Map and globe skills
   A. Southern North America
   B. Neighbors
      1. United States
      2. Guatemala
      3. Belize

ACTIVITIES

1. Ask the students to locate and label on an outline map the country of Mexico and the countries that border Mexico. Have them compare the size of the countries using the map legend.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Physical geography

OBJECTIVE 2: The students will be able to identify the major topographical features, climates, and river systems of Mexico on an appropriate map.

CONTENT OUTLINE

II. Physical geography
    A. Topography
        1. Mountains
            a. Sierra Madre Occidental
            b. Sierra Madre Oriental
        2. Central Plateau
        3. Coastal Lowlands
        4. Baja Peninsula
    B. Climate
        1. Tierra templada
        2. Tierra fria
        3. Tierra caliente

ACTIVITIES

1. On a map of Mexico, ask the students to color in the physical contours of the country using the following legend:

   White--over 10,000 ft.
   Gray--5,000-10,000 ft.
   Purple--2,000-5,000 ft.
   Violet--1,000-2,000 ft.
   Blue--500-1,000 ft.
   Green--0-500 ft.

2. Ask the students to design a picture graph describing the vertical climate of Mexico using the following legend:

   White--tierra halada
   Gray--altiplano
   Purple--tierra fria
   Yellow--tierra templada
   Green--tierra caliente

3. Ask the students to write an explanation of the geographic disadvantages faced by Mexico.

GENERALIZATION: The world landscape is in a continuous state of change from forces of nature and the influence of humans.

CONCEPT: Changing landscape

OBJECTIVE 3: The students will be able to locate examples of changing landscapes in Mexico caused by wind, water, ice, and internal pressures.

CONTENT OUTLINE

III. Changing landscape
  A. Mountain ranges
  B. River systems

ACTIVITIES

1. Ask the students to study a relief map of Mexico and point out examples of changing landscape caused by natural forces such as wind, water, and ice.

* 2. Ask the students to research a variety of sources of information to locate explanations about how volcanoes are formed. Have them construct a demonstration model or a diagram to show the class how landscape is changed by internal pressures.

3. Ask the students to draw a diagram or build a model of a "fault" in the earth's crust. Have them demonstrate this phenomenon to the class.

* Advanced Level

GENERALIZATION: The earth provides resources which may be allocated for various uses or conserved.

CONCEPT: Resources

OBJECTIVE 4: The students will be able to differentiate between renewable and nonrenewable resources of Mexico.

CONTENT OUTLINE

IV. Resources
  A. Minerals
    1. Silver
    2. Gold
    3. Copper
    4. Lead
    5. Zinc
    6. Mercury
    7. Tin
    8. Antimony
    9. Graphite
    10. Iron ore
    11. Petroleum

ACTIVITIES

1. Ask the students to design symbols to represent the mineral resources of Mexico and to place these symbols on an outline map where the resource is found.

GENERALIZATION: The earth provides resources which may be allocated for various uses or conserved.

CONCEPT: Resources

OBJECTIVE 5: The students will be able to differentiate between renewable and nonrenewable resources of Mexico.

CONTENT OUTLINE

B. Value added products
  1. Handicrafts
    a. Jewelry
    b. Glassware
    c. Pottery
    d. Leather
    e. Others
  2. Industry
    a. Tourism
    b. Petroleum and natural gas
    c. Chemicals
    d. Food processing
    e. Iron and steel
    f. Clothing

ACTIVITIES

1. Ask students to search local stores for products handcrafted in Mexico and to post on a class bulletin board pictures of these products from magazines.

2. Ask the students to collect advertisements from newspapers and magazines to show that tourism is a national industry of Mexico.

3. Ask the students to interview someone who has visited Mexico and discuss products, places, and people.

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

OBJECTIVE 6: The students will be able to locate the highest and the lowest areas of population densities and to give reasons for population densities.

OBJECTIVE 7: The students will be able to locate on a map the ancient Indian civilizations and relate their role in Mexican history.

CONTENT OUTLINE

V. Population
  A. Population density
    1. Ancient
    2. Modern

ACTIVITIES

* 1. Ask the students to label on a map the cities of the ancient Indians. The students will search in the library for information about the Indians of Mexico and present a brief oral presentation to the class.

2. The students will locate and label on a map the population areas in Mexico. The students will give reasons to explain why some areas have low population density.

* Advanced Level

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

OBJECTIVE 8: The students will be able to identify ethnic groups in the population of Mexico.

CONTENT OUTLINE	ACTIVITIES
B. Population groups 1. Mestizo 2. Mulatto 3. Zambo	1. Ask the students to identify the origin of the population groups living in Mexico. Have them prepare a pie/circle graph showing population distribution by population group.

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

OBJECTIVE 9: The students will be able to demonstrate knowledge of the language, government, and religion of Mexico.

CONTENT OUTLINE

C. Language
D. Government
E. Religion

ACTIVITIES

1. Ask the students to list the major languages spoken in Mexico, the number of people who speak each language, and the origin of each language.

* 2. Ask the students to state the advantages of Mexico's democratic government and compare it with that of another Latin American country.

3. Ask the students to compile information on the role of religion in Mexico today.

* Advanced Level

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 10: The students will be able to identify the cultural factors affecting ownership of land.

CONTENT OUTLINE

VI. Living off the land
  A. Land ownership
    1. Small farms
    2. Haciendas
  B. Green Revolution

ACTIVITIES

1. Ask the students to write a bulletin on modern farming techniques for small farmers in Mexico.

* 2. Ask the students to devise a plan that will provide incentive for large landowners to allow peasants to cultivate portions of large estates.

3. Ask the students to write a paragraph defending the philosophy behind the Green Revolution.

* Advanced Level

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 11: The students will list the major agricultural problems facing Mexico.

CONTENT OUTLINE

C. Agriculture
   1. Cotton
   2. Coffee
   3. Sugar cane
   4. Wheat
   5. Corn
   6. Beans
   7. Rice
   8. Cacao
   9. Sisal
   10. Bananas

ACTIVITIES

* 1. Ask the students to list in one column the percentage of local agricultural products that are consumed in Mexico, and in the second column have the students list the percentage of local agricultural products that are consumed by the world market. Ask students to note differences and discuss what factors would account for these differences.

* Advanced Level

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

OBJECTIVE 12: The students will be able to list and to analyze the present problems facing Mexico City and to formulate possible solutions to these problems.

CONTENT OUTLINE

VII. Urban geography
  A. Mexico City
  B. Monterrey
  C. Guadalajara
  D. Acapulco
  E. Cancun

ACTIVITIES

1. Ask the students to form a committee to suggest solutions to problems facing Mexico City such as those concerned with population, governmental services, water, energy, industry, or land use.

2. Ask the students to collect for the bulletin board newspaper articles about legal and illegal immigrants to the United States and suggest methods of solving the problem of illegal immigration.

Vocabulary

Latin America

adobe

estancia

fazenda

gaucho

henequen

llanos

mestizo

pampas

quebracho

tortilla

OVERVIEW

NORTH AFRICA AND THE MIDDLE EAST

The Middle Lands include countries from Mauritania on the west to Afghanistan on the east. This area is divided into two smaller regions, the Middle East and North Africa. The Middle Lands is the unit which introduces students to an extensive region whose information often comes from facts about the area's individual countries. Historically this area has served as a bridge between Europe and Asia; its strategic location seems to hold the continents of Europe, Asia, and Africa together.

The climate of North Africa and the Middle East provides hot summers and mild winters. Summer temperatures often reach as high as 130°; winters are cooler, but never cold.

A band of mountains stretches across North Africa and into Turkey and Iran. Some of these mountain ranges come together at a point called the Armenian Knot. The huge Sahara stretches across North Africa; almost all of the country of Saudi Arabia is desert. The many mountains and deserts make it impossible for the Middle Lands to support a large population.

Beneath these arid lands is found a wide variety of mineral and fuel resources. The Middle East produces more oil than any other place on earth.

A great mixture of peoples live at these crossroads between Europe and Asia. The larger ethnic group includes the Berbers, Arabs, Turks, and Iranians. Although most of these peoples are Moslem, three of the world's religions--

Christianity, Judaism, and Islam--are practiced in these lands which gave them life.

These lands shall always be remembered for contributions to early civilization. Egypt, whose ancient civilization contributed much to the world, is a country very much in the news. Located in the northeastern section of Africa, Egypt is often considered to be part of the Middle East. Egypt's most productive area is the lands along the Mediterranean and Nile. Cairo, Egypt's capital, represents the greatest urban area.

The second half of the 20th Century has brought great changes to the Middle Lands. Sudden wealth has created political disagreements, disagreements that often mean trouble for the rest of the world.

NORTH AFRICA AND THE MIDDLE EAST

OUTLINE

I. Map and globe skills
  A. Location
    1. The Middle East
    2. North Africa
  B. Direction

II. Physical geography
  A. Climate and weather
    1. Mediterranean
    2. Desert
    3. Steppe
  B. Landforms
    1. Mountains
      a. Atlas Mountains
      b. Zagros Mountains
      c. Armenian Knot
    2. Deserts
      a. Sahara Desert
      b. Syrian Desert
      c. Rub al Khali Desert
      d. Libyan Desert
    3. Rivers
      a. Nile
      b. Tigris/Euphrates
      c. Jordan

III. Changing landscape
  A. Political boundaries
  B. Access to waterways

IV. Resources
  A. Minerals
  B. Fuel

V. Population
  A. Distribution
  B. Cultural groups

        - 1. Arabs
        - 2. Berbers
        - 3. Turks
        - 4. Armenians
        - 5. Israelis
        - 6. Kurds
        - 7. Iranians
        - 8. Bedouins
    - C. Heritage
        - 1. Early civilizations
        - 2. Religions
            - a. Judaism
            - b. Christianity
            - c. Islam

- VI. Living off the land
    - A. Nomadic herding
        - 1. Patterns of movement
        - 2. Development of irrigation techniques
            - a. Governmental projects
            - b. Aswan High Dam
    - B. Farming
        - 1. Life patterns in villages
        - 2. Land reform programs
        - 3. Cooperatives
            - a. Kibbutz
            - b. Moshav
    - C. Vegetation and soils
        - 1. Vegetation of the Mediterranean area and Nile valley
        - 2. Crossland
        - 3. Desert shrub or no vegetation

- VII. Urban geography
    - A. Cairo
    - B. Istanbul
    - C. Tel Aviv
    - D. Tehran
    - E. Casablanca
    - F. Baghdad
    - G. Jerusalem
    - H. Beirut

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

*OBJECTIVE 1: The students will identify the location of the Middle East and North Africa.

CONTENT OUTLINE

I. Map and globe skills
  A. Location
    1. The Middle East
    2. North Africa

ACTIVITIES

1. Ask the students to label the countries, capitals, and Red Sea, Mediterranean Sea, and Persian Gulf on an outline map of the Middle East and North Africa.

2. Ask the students to observe a world map and write a hypothesis with evidence to determine the suitability of the Middle East as a bridge between Europe and Asia.

3. Ask the students to record the latitude and longitude of these selected cities: Rabot, Tripoli, Algiers, Beirut, Riyadh, Damascus, Tunis, Mecca, Benghazi, and Casablanca.

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Direction

OBJECTIVE 2: The students will use maps and globes to determine the relative direction and distance of selected cities in North Africa.

CONTENT OUTLINE

B. Direction

ACTIVITIES

1. Have students note the names of each country encountered, mountains crossed, important bodies of water as they move from west to east on a map of North Africa.
2. Ask the students to name the European capital cities north of Tripoli, Casablanca, and Tunis. Ask the students to view a map of North Africa and the Middle East.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Climate

OBJECTIVE 3: The students will identify the climate in the Middle East and North Africa.

CONTENT OUTLINE

II. Physical geography
  A. Climate and weather
    1. Mediterranean
    2. Desert
    3. Steppe

ACTIVITIES

1. Ask the students to color on a map of the Middle East and North Africa each of the climatic areas: Mediterranean, desert, and steppe.

* 2. Have students select one city located in each of the climatic areas in the Middle East and North Africa. Have the students develop a bar graph to indicate each city's average temperature and precipitation for each month of the year.

3. Have the students develop a travel poster which would encourage tourists to visit the Mediterranean. This poster should feature the climate of the Mediterranean.

*Advanced Level

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Topography

*OBJECTIVE 4: The students will identify the major landforms of the Middle East and North Africa.

CONTENT OUTLINE

B. Landforms
  1. Mountains
    a. Atlas Mountains
    b. Zagros Mountains
    c. Armenian Knot
  2. Deserts
    a. Sahara Desert
    b. Syrian Desert
    c. Rub al Khali Desert
    d. Libyan Desert
  3. Rivers
    a. Nile
    b. Tigris/Euphrates
    c. Jordan

ACTIVITIES

1. Ask students to locate and label on a map of North Africa and the Middle East, the following: Atlas Mountains, Zagros Mountains, Sahara Desert, Armenian Knot, Syrian Desert, Rub al Khali Desert, Libyan Desert, and the major rivers.

2. Have the students view a physical map of Saudi Arabia and complete the following chart.

MOUNTAIN RANGES	MAIN DESERT AREAS

GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and the influence of humans.

CONCEPT: Political boundaries

*OBJECTIVE 5: The students will identify both ancient and present political boundaries of the Middle East and North Africa.

CONTENT OUTLINE

III. Changing landscape
   A. Political boundaries

ACTIVITIES

1. Ask the students to label on an outline map of the Middle East and North Africa the following ancient civilizations: Phoenician, Greek, Roman, Byzantine, and Islamic. Have the students list the present nations that occupy the ancient lands.

Phoenician	Greek	Roman	Byzantine	Islamic

* 2. Ask the students to compare and contrast ancient political boundaries with present political boundaries. Examine closely political issues associated with the boundary change within the 20th century.

*Advanced Level

GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and the influence of humans.

CONCEPT: Access to waterways

OBJECTIVE 6: The students will recognize the historical importance of waterways.

CONTENT OUTLINE

B. Access to waterways

ACTIVITIES

1. Ask students to write a justification of the following as it applies to the Middle East:

   "Where there was a lot of water, cities grew. Rivers are a source of life in the Middle East and North Africa."

* 2. Have students research the following and write three generalizations that pertain to the significance of the river location:

   a. Cairo on the Nile River
   b. Baghdad on the Tigris River

*Advanced Level

GENERALIZATION: The earth provides resources which may be allocated for various uses or conserved.

CONCEPT: Resources

*OBJECTIVE 7: The students will identify and locate the fuel and mineral resources of the Middle East and North Africa.

CONTENT OUTLINE

IV. Resources
    A. Minerals
    B. Fuel

ACTIVITIES

1. Have the students design specific symbols to be placed at the appropriate location on a map of the Middle East and North Africa of each of the following mineral resources: iron, copper, lead, manganese, chromite, salt, phosphate, petroleum, and other significant resources.

* 2. Ask the students to conduct a panel discussion on the implications the effect minerals and fuel have on Middle East and North African countries and international relations.

*Advanced Level

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

***OBJECTIVE 8:** The students will be able to locate on a map of the Middle East and North Africa those areas that have the highest and the lowest population densities.

CONTENT OUTLINE

V. Population
  A. Distribution

ACTIVITIES

1. Ask the students to construct vertical bar graphs illustrating the following information about selected countries of the Middle East: population, death rate, yearly population growth rate, infant mortality rate, and per capita gross national product in U.S. dollars.

2. Have students view a world population map and write three generalizations concerning the population density of North Africa and the Middle East.

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Cultural groups

OBJECTIVE 9: The students will identify the major cultural groups of the Middle East and North Africa.

CONTENT OUTLINE

B. Cultural groups
  1. Arabs
  2. Berbers
  3. Turks
  4. Armenians
  5. Israelis
  6. Kurds
  7. Iranians
  8. Bedouins

ACTIVITIES

1. Ask the students to use a map of the Middle East and North Africa to identify, in the proper locations, the cultural groups that live in the region.

2. Ask the students to complete the chart below listing the major religions and languages of the following: Iranians, Turks, Israelis, Berbers, Arabs.

	RELIGION	LANGUAGE
Iranians		
Turks		
Israelis		
Berbers		
Arabs		

3. Have the students compare and contrast the culture of Israel with its Arab neighbors. Prepare a list of similarities and differences to be examined during an open forum.

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Heritage

OBJECTIVE 10: The students will describe the early civilizations and the religions which developed in the Middle East and in North Africa.

CONTENT OUTLINE

C. Heritage
  1. Early civilizations
  2. Religions
    a. Judaism
    b. Christianity
    c. Islam

ACTIVITIES

1. Ask the students to investigate some of the earliest civilizations that started in the Fertile Crescent: Sumerians, Phoenicians, Assyrians, Babylonians, and Hebrews. After the research, the students will write an essay comparing two of the civilizations and include the following in the paper: time line of major events, drawings of the each civilization's contributions, and a map locating the selected civilizations.

2. Have the students present a report describing the Islamic culture. This report should include the following elements: pilgrimage to Mecca, women's role in the Moslem world, and the architectural features of the traditional Islamic cities.

3. Have the students illustrate with pictures how each religious group observes the Sabbath: Friday (Islam), Saturday (Jewish), and Sunday (Christian).

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 11: The students will identify and describe the patterns of herding and farming that are practiced in the Middle East and in North Africa.

CONTENT OUTLINE

VI. Living off the land
  A. Nomadic herding
    1. Patterns of movement
    2. Development of irrigation techniques
      a. Governmental projects
      b. Aswan High Dam
  B. Farming
    1. Life patterns in villages
    2. Land reform programs
    3. Cooperatives
      a. Kibbutz
      b. Moshav

ACTIVITIES

* 1. Have the students supply the following information on an outline map of North Africa and the Middle East:

  a. Shade the area where nomadic herding exists.
  b. Place symbols where government irrigation projects exist.
  c. Label the Aswan High Dam.
  d. Place dots at sites where there are large concentrations of farmers' cooperatives.

2. Ask the students to write a play that describes life on a kibbutz.

3. Ask the students to imagine being a member of a nomadic tribe and write a diary entry at the end of a day.

4. Have the students illustrate how the Bedouins cope with the extreme climatic conditions they live in.

*Advanced Level

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 12: The students will identify the major kinds of vegetation found in a particular region.

CONTENT OUTLINE

C. Vegetation and soils
   1. Vegetation of the Mediterranean area and Nile Valley
   2. Grassland
   3. Desert shrub or no vegetation

ACTIVITIES

5. Have the students color code on a map of the Middle East and North Africa the major kinds of vegetation found in the area including desert shrub and areas with no vegetation.

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

***OBJECTIVE 13:** The students will identify the major urban areas in the Middle East and North Africa.

CONTENT OUTLINE

VII. Urban geography
  A. Cairo
  B. Istanbul
  C. Tel Aviv
  D. Tehran
  E. Casablanca
  F. Baghdad
  G. Jerusalem
  H. Beirut

ACTIVITIES

1. Ask the students to locate and label on an outline map the major urban areas in the Middle East and in North Africa.

2. From newspaper, magazines, or on TV news programs, have the students find references to the cities listed in the chart below.

WORD	WHERE WORD WAS FOUND OR HEARD	HOW WORD WAS USED
Cairo		
Beirut		
Jerusalem		
Tripoli		

EGYPT

OUTLINE

I. Map and globe skills
  A. Location of Egypt
    1. Northeastern section of Africa
    2. Boundaries
      a. North--Mediterranean Sea
      b. East--Red Sea, Israel
      c. West--Libya
      d. South--Sudan
  B. Direction

II. Physical geography
  A. Climate and weather
    1. Mediterranean
    2. Desert
  B. Landforms
    1. Desert regions
      a. The Western Desert
      b. The Eastern Highlands
      c. The Sinai Peninsula
    2. Nile Valley Area

III. Changing landscape
  A. Political boundaries
  B. Access to waterways

IV. Resources
  A. Mineral resources
  B. Fuel resources
  C. Textile manufacturing
  D. Hydroelectric power

V. Population
  A. Distribution
  B. Cultural groups

VI. Living off the land
  A. Farming areas

        1. Upper Egypt
        2. Nile Delta
    B. Methods of irrigation
    C. Land reform programs
    D. Vegetation and soils
        1. Desert shrub or no vegetation
        2. Mediterranean and Nile Valley vegetations

VII. Urban geography
    A. Major Cities
        1. Cairo
        2. Alexandria
        3. Gaza
        4. Suez
        5. Asyut
        6. Port Said
        7. Al Minya
        8. Tanta
    B. Manufacturing centers

EGYPT

IN-DEPTH STUDY

GENERALIZATION: Objects may be spatially related as to location, distance, and time.

CONCEPT: Location

OBJECTIVE 1: The students will locate and identify on a map the location of Egypt.

CONTENT OUTLINE

I. Map and globe skills
  A. Location of Egypt
    1. Northeastern section of Africa
    2. Boundaries
      a. North--Mediterranean Sea
      b. East--Red Sea, Israel
      c. West--Libya
      d. South--Sudan

ACTIVITIES

1. Ask the students to draw an outline of Egypt and on an outline map the following: Aswan, Luxor, Asyut, Cairo, Tanta, and Alexandria.
2. Ask the students to write statements supporting the idea that Egypt is generally considered to be a part of the Middle East.

GENERALIZATION: Objects may be spatially related as to location, distance, and time.

CONCEPT: Direction

OBJECTIVE 2: The students will use maps and globes to determine direction and distance.

CONTENT OUTLINE

B. Direction

ACTIVITIES

1. Ask the students to write the latitude and longitude of the following cities: Aswan, Cairo, and Alexandria.
2. Ask the students to calculate in miles or kilometers the distance between Casablanca and Alexandria or between other major cities.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Climate

OBJECTIVE 3: The students will describe the climate in Egypt.

CONTENT OUTLINE

II. Physical geography
  A. Climate and Weather
    1. Mediterranean
    2. Desert

ACTIVITIES

1. Ask the students to draw two Egyptian scenes, one along the Nile River and the other near the Great Pyramid. Have them write an essay explaining why one scene shows barren desert while the other shows green fertile land.

2. Have the students consult an almanac and compare the average annual rainfall of Egypt with that of Louisiana.

3. Ask the students to make a model of the Great Sphinx and explain how the dry air of Egypt affects the condition of this world-wide wonder.

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GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Topography

OBJECTIVE 4: The students will identify the major landforms of Egypt.

CONTENT OUTLINE

B. Landforms
  1. Desert regions
    a. The Western Desert
    b. The Eastern Highlands
    c. The Sinai Peninsula
  2. Nile Valley area

ACTIVITIES

1. Have the students label and color code on an outline map the following physical regions of Egypt: the Nile valley and desert, the desert west of the Nile, the desert east of the Nile, and the Sinai Peninsula.

2. Ask the students to trace the route of the Nile River from its source to the Mediterranean Sea. On the above map, label the White Nile, the Blue Nile, Ethiopia, Sudan, and Egypt.

GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and through the influence of humans.

CONCEPT: Changing landscape

OBJECTIVE 5: The student will identify physical changes that have taken place within Egypt.

CONTENT OUTLINE

III. Changing landscape
    A. Political boundaries
    B. Access to waterways

ACTIVITIES

1. Ask the students to draw on an outline map of Egypt the nations and major bodies of water that surround it.

2. Have students analyze the boundaries of Egypt and write a research paper revealing how these boundaries were determined.

3. Have a student panel critically discuss the statement, "Egypt exists only as the gift of the Nile River."

* 4. Have the students compare and contrast Herodotus' definition of "delta" as it applies to the Nile River and the modern definition of the term as it applies to the Mississippi River. (Herodotus definition: The triangle of silt at the mouth of the Nile River. Modern definition: Silt deposits at the mouth of any river.)

*Advanced Level

GENERALIZATION: The earth provides resources which may be allocated for various uses or conserved.

CONCEPT: Resources

OBJECTIVE 6: The students will locate and identify on a map the major resources found in Egypt.

CONTENT OUTLINE

IV. Resources
   - A. Minerals
   - B. Fuel
   - C. Textile manufacturing
   - D. Hydroelectric power

ACTIVITIES

1. Ask the students to sketch the area around the Red Sea and the Mediterranean coast and to place symbols to represent the cluster of mineral resources in the region under study.

2. Ask the students to write an evaluation of the Aswan High Dam. This written evaluation should include a map showing the dam's location and an evaluation of the social, political, and economic effects of the project.

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

OBJECTIVE 7: The students will locate the areas of Egypt that have the highest and lowest population density.

CONTENT OUTLINE

V. Population
  A. Distribution

ACTIVITIES

1. Have the students use the World Almanac to find the cities of Egypt with the greatest population density. A pie graph should be constructed to indicate this population information.

2. Ask the students to study the National Profile Chart and compare Egypt with three other nations of North Africa. The comparison will be evident in a chart that includes the following: area of each country, population density of each country, and literacy rate. Have them give reasons for differences between Egypt and other countries.

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Cultural groups

OBJECTIVE 8: The students will identify the cultural groups of Egypt.

CONTENT OUTLINE

B. Cultural Groups
   1. Egyptians
   2. Bedouins
   3. Nubians

ACTIVITIES

1. Have the students color code the area of Egypt where the cultural groups live.
2. Ask the students to write an essay comparing and contrasting the life style of the Bedouins and Nubians.

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 9: The students will identify the life style and farming methods employed by the people of Egypt.

CONTENT OUTLINE

- VI. Living off the land
    - A. Farming areas
        - 1. Upper Egypt
        - 2. Nile Delta
    - B. Methods of irrigation
    - C. Series of land reform programs

ACTIVITIES

1. Have the students prepare an agricultural product map of Egypt and explain the map's information to the entire class.
2. Have the students give reasons for either agreeing or disagreeing with the following Egyptian policy:
   In Egypt, a single landowner may own no more than 70 acres and no fewer than seven.
3. Ask the students to draw a chart listing the advantages and disadvantages of the year-round irrigation from the Aswan Dam.

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GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

OBJECTIVE 10: The students will identify and locate the urban areas within the country of Egypt.

CONTENT OUTLINE

VII. Urban geography
  A. Major cities
    1. Cairo
    2. Alexandria
    3. Giza
    4. Suez
    5. Luxon Asyut
    6. Port Said
    7. Al Minya
    8. Tanta
  B. Manufacturing centers

ACTIVITIES

1. Ask the students to compare the two largest cities of Egypt--Cairo and Alexandria. The written comparison will include the following areas: population, land area, education, industries, housing, and modes of transportation.

* 2. Have the students analyze the cultural aspects of Cairo. The written research should support Cairo's claim to be the cultural capital of the Middle East and the Arab world. Include information about the extensive museums, universities, theaters, etc.

*Advanced Level

VOCABULARY
North Africa and the Middle East

fellahin

Gaza Strip

Golan Heights

Islam

nomad

Oasis

OPEC

Sinai Peninsula

Suez Canal

West Bank

OVERVIEW

AFRICA SOUTH OF THE SAHARA

In this unit students are introduced to that part of Africa lying south of the Sahara Desert. This vast area is characterized by dense forests, deserts, and mountains. Africa South of the Sahara has a long history of Arabic and European colonization, and until late in the 19th Century the interior portion remained largely isolated and a mystery.

Great contrasts exist in the area from the Sahara to the Cape of Good Hope. This tropical continent is divided into four geographical regions. Each region is characterized by a particular landscape. The tall mountains of East Africa contain the well-known Kilimanjaro. In contrast, West Africa's landscape is a low plateau which runs to the coast. The Zaire River is the focal point of Central Africa. Southern Africa's plateau only rises near the southern tip of the huge continent. Definite plateaus predominate in Sub-Saharan Africa, but one feature stands as unique--the Great Rift Valley.

A similarity of seasons and climate is the result of Africa's location to the Equator; it is through the central portion that the Equator passes. Yet diversity is evident as a result of the high altitude of certain areas, which is responsible for continuous snows on certain mountain peaks.

Sub-Saharan Africa has more savanna and desert kinds of vegetation than any other continent. Unfortunately these kinds provide soil that is rarely good, and yet more than 70 percent of the people live off the land. For the people of African rainfall is so unpredictable that many farmers become nomadic.

Beneath Africa's soils the riches are plentiful; indeed many of the dry lands contain great mineral wealth. For years the mineral wealth of South Africa has been utilized, but large areas still need to be explored. The valuable energy resource, oil, that has brought wealth to the Middle East and Northern Africa has been found only along the western coast of Sub-Saharan Africa.

Black Africans make up the largest group of people, and Sub-Saharans are generally divided into five major language families. Bantus make up one of the largest families of Black Africans. Most nonblacks are of European descent and live in South Africa.

In 1960 independence came to Nigeria, the largest country in West Africa. At that time it was hoped that Nigeria would become a major power in Sub-Saharan Africa. But major tribal groups fought, and a civil war brought much damage to the region. It is believed that Nigeria has recovered from the dispute and is ready to develop into one of the strongest and most urbanized areas in Sub-Saharan Africa.

AFRICA SOUTH OF THE SAHARA

OUTLINE

- I. Map and globe skills
  - A. Location
    - 1. West Africa
      - a. Mauritania
      - b. Senegal
      - c. Guinea
      - d. Ivory Coast
      - e. Togo
      - f. Benin
      - g. Cameroon
      - h. Gabon
      - i. Mali
      - j. Upper Volta
      - k. Niger
      - l. Chad
      - m. Central African Republic
      - n. Ghana
      - o. Nigeria
      - p. Sierra Leone
      - q. Gambia
      - r. Liberia
      - s. Equatorial Guinea
      - t. Cape Verde Islands
      - u. Soa Tome' and Príncipe
      - v. Guinea--Bissau
    - 2. East Africa
      - a. Sudan
      - b. Ethiopia
      - c. Somalia
      - d. Djibouti
      - e. Kenya
      - f. Uganda
      - g. Tanzania

3. Central Africa
   a. Zaire
   b. Rwanda
   c. Burundi
   d. The People's Republic of the Congo
   e. Zambia
   f. Malawi
   g. Rhodesia
   h. Mozambique
   i. Angola
   j. Democratic Republic of Madagascar
4. Southern Africa
   a. Republic of South Africa
   b. Botswana
   c. Lesotho
   d. Swaziland
   e. Comoro Islands
   f. Mauritius
   g. The Seychelles

B. Direction

II. Physical geography
   A. Climate and weather
      1. Tropical rainforest climate
      2. Tropical savanna climate
      3. Steppe climate
      4. Mediterranean climate
      5. Desert climate
      6. Humid subtropical climate
      7. Marine west coast climate
   B. Landforms
      1. Coastal plains
      2. Plateau
      3. Mountains and rift valleys
      4. Deserts
   C. Major rivers

III. Changing landscape
   A. Political boundaries
      1. European colonialism
      2. Independence movements

    3. Tribal organizations
  B. Ecosystems
  C. Great Rift Valley
IV. Resources
  A. Mineral wealth
  B. Oil
  C. Forests
V. Population
  A. Major language groups of Sub-Saharan Africa
    1. Arabic
    2. Nilo-Saharan
    3. Bantu
    4. Khoisan
    5. European
  B. Distribution
    1. Hamites
    2. Semitic Arabs and Somalis
    3. Melanesians
    4. Pygmies
    5. Bushmen
    6. Foreign groups
VI. Living off the land
  A. Traditional farming and grazing
    1. Subsistence
    2. Plantations
  B. Nomadic herding
  C. Livestock ranching and mixed farming
  D. Vegetation
    1. Evergreen broadleaf
    2 Mixed forest
VII. Urban geography
  A. Dakar
  B. Abidjan
  C. Cape Town
  D. Pretoria
  E. Nairobi
  F. Addis Ababa

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

*OBJECTIVE 1: The students will identify on a map the regions and countries of Sub-Saharan Africa.

CONTENT OUTLINE

I. Map and globe skills
  A. Location
    1. West Africa
      a. Mauritania
      b. Senegal
      c. Guinea
      d. Ivory Coast
      e. Togo
      f. Benin
      g. Cameroon
      h. Gabon
      i. Mali
      j. Upper Volta
      k. Niger
      l. Chad
      m. Central African Republic
      n. Ghana
      o. Nigeria
      p. Sierra Leone
      q. Gambia
      r. Liberia
      s. Equatorial Guinea
      t. Cape Verde Islands
      u. Soa Tome' and Príncipe
      v. Guinea--Bissau

ACTIVITIES

1. Ask the students to locate, identify, and color code on an outline map each of the four regions: West Africa, East Africa, Central Africa, and Southern Africa.

2. After viewing a political map of Africa ask the students to list the 14 land-locked countries.

3. Ask the students to categorize the following countries as to their proper region: Senegal, Niger, Botswana, Zaire, Angola, Kenya, Sudan, Uganda, Lesotho, Ivory Coast, Ghana, Mozambique.

WEST	EAST	CENTRAL	SOUTHERN

4. Ask the students to draw two cartoons illustrating the double meaning of the word Sudan in relation to Sub-Saharan Africa.

2. East Africa
    a. Sudan
    b. Ethiopia
    c. Somalia
    d. Djibouti
    e. Kenya
    f. Uganda
    g. Tanzania
3. Central Africa
    a. Zaire
    b. Rwanda
    c. Burundi
    d. The People's Republic of the Congo
    e. Zambia
    f. Malawi
    g. Rhodesia
    h. Mozambique
    i. Angola
    j. Democratic Republic of Madagascar
4. Southern Africa
    a. Republic of South Africa
    b. Botswana
    c. Lesotho
    d. Swaziland
    e. Comoro Islands
    f. Mauritius
    g. The Seychelles

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Direction

OBJECTIVE 2: The students will use latitude and longitude to determine a specific location in Sub-Saharan Africa.

CONTENT OUTLINE

B. Direction

ACTIVITIES

1. Have the students use a world map to locate the parallel of latitude of the southernmost point of the United States and compare this parallel with the part of Africa through which it passes.
2. Ask the students to prepare a list of the countries of Africa that are crossed by the equator. A second list should indicate the African countries on the prime meridian.
3. Using a compass rose have the students determine the direction from Pretoria to Salisbury, Nairobi to Lilongwe, and Dakar to Accra.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Climate

OBJECTIVE 3: The students will identify and locate the major climatic areas of Sub-Saharan Africa.

CONTENT OUTLINE

II. Physical geography
  A. Climate and weather
    1. Tropical rainforest
    2. Tropical savanna
    3. Steppe
    4. Mediterranean
    5. Desert
    6. Humid subtropical
    7. Marine west coast

ACTIVITIES

1. Ask the students to design a chart presenting three points of information for each of the seven climatic areas.

	CLIMATE	WHAT CLIMATE IS LIKE	WHERE CLIMATE IS FOUND
1.			
2.			
3.			
4.			
5.			
6.			
7.			

* 2. Have the students compose a poem depicting an individual standing in a downpour on Mt. Cameroon, one of the wettest places on earth.

3. Ask the students to write three statements to support the fact that the tropical savanna climatic region is a favorable place for large mammals like elephants and lions.

*Advanced Level

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Topography

*OBJECTIVE 4: The students will identify the landforms of Sub-Saharan Africa.

CONTENT OUTLINE

B. Landforms
    1. Coastal plains
    2. Plateau
    3. Mountains and rift valley
    4. Deserts
C. Major rivers

ACTIVITIES

1. Have the students develop a legend of different colors on a map of Sub-Saharan Africa to interpret and identify the following landforms: Coastal plains, Plateau, Great Rift Valley, and the Kalahari Desert.

2. Have the students calculate the length of the Great Rift Valley from the Red Sea to Lake Nyasa.

3. Have students trace several major rivers from the source to the north. Ask students to note any unusual features.

* 4. Using a problem-solving technique, ask the students to explain the hypothesis: "Africa's landforms are the direct result of her position at the heart of an ancient super continent."

*Advanced Level

GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and the influences of humans.

CONCEPT: Changes of political boundaries

OBJECTIVE 5: The students will identify the political boundaries that have resulted from Sub-Saharan Africa's struggle for independence.

CONTENT OUTLINE

III. Changing landscape
   A. Political boundaries
      1. European colonialism
      2. Independence movements
      3. Tribal organizations

ACTIVITIES

1. Ask students to investigate the year that each Sub-Saharan African nations gained independence. Ask the students to color code the date of independence for each country on an outline map of Africa.

   Orange - Before World War II
   Green - 1950's
   Yellow - 1960's
   Red - 1970's
   Blue - 1980's

2. Ask the class to divided into several groups. Ask each group to complete a part of the following assignment:

   a. On an outline map of Africa, locate the following groups: Berbers, Bedouins, Arabs, Tswanas, Nubas, Pygmies, Kikuyus, Yorubas, Ibos, Malinkes, Ashantis, Lubas, Bushmen, Zulus, and Swazis.

   b. Write the names of the nations where these groups live; do not label nations where none of these groups are found.

GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and the influences of humans.

CONCEPT: Ecosystems

OBJECTIVE 6: The students will observe relationships between living things and their environment.

CONTENT OUTLINE

B. Ecosystems
C. Great Rift Valley

ACTIVITIES

1. Ask the students to explain how the ecosystems of animals will be changed as more of Africa's savannas are turned into farmlands.

2. On a map of Africa, ask the students to locate the Serengeti National Park in Tanzania, one of the last remaining natural grasslands.

* 3. Ask the students to illustrate the African tectonic plate pulling away from the Eurasian plate. This illustration should be in a series showing the gradual formation of the Great Rift Valley.

*Advanced Level

GENERALIZATION: The earth provides resources which may be allocated for various uses or conserved.

CONCEPT: Resources

*OBJECTIVE 7: The students will locate selected resources found in Sub-Saharan Africa.

CONTENT OUTLINE

IV. Resources
   A. Minerals
   B. Oil
   C. Forests

ACTIVITIES

1. Have students view a map of Africa's natural resources and write three generalizations concerning the location of the following: major oil fields, diamonds, copper, cobalt, and gold.

* 2. Have the students use available statistical information to construct bar graphs comparing mineral production of the following countries: United States and Zambia's copper production, United States and South Africa's gold production.

*Advanced Level

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

OBJECTIVE 8: The students will be able to identify the major language groups of Sub-Saharan Africa.

CONTENT OUTLINE

V. Population
    A. Major language groups of Sub-Saharan Africa
        1. Arabic
        2. Nilo-Saharan
        3. Bantu
        4. Khoisan
        5. European

ACTIVITIES

1. Ask the students to color code the five major language groups of Africa on an outline map.

2. Ask the students to research and write a report explaining how the domination of Africa by European colonial powers influenced the native languages.

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

OBJECTIVE 9: The students will identify the patterns or arrangement of the people of Sub-Saharan Africa.

CONTENT OUTLINE

B. Distribution
  1. Hamites
  2. Semitic Arabs and Somalis
  3. Melanesians
  4. Pygmies
  5. Bushmen
  6. Foreign groups

ACTIVITIES

1. Ask the students to locate and label on an outline map of Africa the geographic areas occupied by the following: Hamites, Semitic Arabs, Somalis, Melanesians, Pygmies, and Bushmen.

2. Ask the students to draw a pie graph to illustrate the percentage of blacks, whites, coloreds, and Asians of South Africa.

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Land use

*OBJECTIVE 10: The students will identify and compare the ways of living off the land in Sub-Saharan Africa.

CONTENT OUTLINE

VI. Living off the land
  A. Traditional farming and grazing
    1. Subsistence
    2. Plantations
  B. Nomadic herding
  C. Livestock ranching and mixed farming

ACTIVITIES

1. Ask students to compare subsistence farming with the plantation system.

2. Ask the students to identify on a map of Africa the areas where nomadic herding is practiced.

GENERALIZATION: The natural regions of Sub-Saharan Africa are characterized by vegetation unique to the particular region.

CONCEPT: Vegetation

OBJECTIVE 11: The students will identify the major kinds of vegetation found in particular regions.

CONTENT OUTLINE

D. Vegetation
   1. Evergreen broadleaf
   2. Mixed forest
   3. Scrub forest
   4. Savanna
   5. Grassland
   6. Desert
   7. Highlands

ACTIVITIES

1. Ask the students to define and categorize the following vegetation with certain climatic areas: tall grasses, short grasses, drought-resistant brush, few ground plants, little or no vegetation, tall trees.

DESERT	TROPICAL RAINFOREST	TROPICAL SAVANNA	STEPPE

2. Ask the students to identify the kind of vegetation found in each of the following areas:

KIND OF VEGETATION	AREA
	Kalahari Desert
	Namib Desert
	Zaire River Basin
	Sahel
	Shaba Plateau

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

OBJECTIVE 12: The students will describe the diversity found in the present urban areas of Sub-Saharan Africa.

CONTENT OUTLINE

VII. Urban geography
   A. Dakar
   B. Abidjan
   C. Cape Town
   D. Pretoria
   E. Nairobi
   F. Addis Ababa

ACTIVITIES

1. After viewing a physical map of Africa, have the students list reasons for the growth of the following cities: Dakar, Cape Town, Pretoria, and Addis Ababa.

NIGERIA

OUTLINE

- I. Map and globe skills
  - A. Location
    - 1. Boundaries
      - a. North--Niger, Chad
      - b. East--Chad, Cameroon
      - c. South--Gulf of Guinea
      - d. West--Benin
    - 2. Regions
      - a. East of the Niger River
      - b. West of the Niger River
      - c. Between Benin and midwestern region
      - d. North of the Niger River
  - B. Directions

- II. Physical geography
  - A. Climate and weather
    - 1. Hot and dry
    - 2. Humid and wet
  - B. Landforms
    - 1. Highlands
    - 2. Lowlands
    - 3. Plains
    - 4. Basins
    - 5. Delta
  - C. Rivers

- III. Changing landscape--political boundaries

- IV. Resources
  - A. Minerals
  - B. Fuel
  - C. Manufacturing

V. Population
    A. Major ethnic groups
        1. Yorubas
        2. Ibos
        3. Hausa-Fulanis
    B. Distribution

VI. Living off the land
    A. Farming--cacao, palm oil, peanuts, rubber
    B. Herding--cattle, sheep
    C. Vegetation and soils
        1. Savanna
        2. Equatorial rainforest

VII. Urban geography
    A. Ibadan
    B. Lagos
    C. Ogbomosho
    D. Kano
    E. Oshogbo

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

OBJECTIVE 1: The students will locate the position of Nigeria on a map relative to the surrounding countries.

CONTENT OUTLINE

I. Map and globe skills
  A. Location
    1. Boundaries
      a. North--Niger, Chad
      b. East--Chad, Cameroon
      c. South--Gulf of Guinea
      d. West--Benin
    2. Regions
      a. East of the Niger River
      b. West of the Niger River
      c. Between Benin and midwestern region
      d. North of the Niger river
  B. Directions

ACTIVITIES

1. Ask the students to outline on a map the country of Nigeria and locate by direction the countries that border it.

2. Ask the students to color code on a map the four regions of Nigeria.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Climate

OBJECTIVE 2: The students will describe and locate the major climatic areas of Nigeria.

CONTENT OUTLINE

II. Physical geography
   - A. Climate and weather
      1. Hot and dry
      2. Humid and wet

ACTIVITIES

1. Ask the students to depict on a map the humid and wet climate experienced in Nigeria.

2. Have the students consult an almanac and prepare a graph comparing the average annual rainfall of Nigeria and Louisiana.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Topography

OBJECTIVE 3: The students will describe the landforms of Nigeria.

CONTENT OUTLINE

B. Landforms
    1. Highlands
    2. Lowlands
    3. Plains
    4. Basins
    5. Delta
C. Rivers

ACTIVITIES

1. Ask the students to draw an outline map of Nigeria and identify the following: Jos Plateau, Coastal Plains, delta of the Niger River, mountains along the Nigerian-Cameroonian border.

2. Ask the students to estimate the length and width of the delta of the Niger River.

3. Ask the students to draw on a map an outline of Africa and on it trace the Niger River and its branches.

GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and the influence of humans.

CONCEPT: Changes of political boundaries

OBJECTIVE 4: The student will identify major Nigerian tribes and describe the historical development of Nigeria.

CONTENT OUTLINE

III. Changing landscape--political boundaries

ACTIVITIES

1. Have students draw an outline of Nigeria and locate the Hausa, Ibo, and Yoruba tribes.
2. Have students develop a time line that includes the following events:
   - Nigeria became independent.
   - Ibo seceded and formed Biafra.
   - Portuguese reached Nigeria.
   - Biafra ceased to exist.
   - British established Nigeria as a colony.
   - Nigeria became a republic.
   - Nigeria's number of states increased in 1970.

GENERALIZATION: The earth provides resources which may be allocated for various uses or conserved.

CONCEPT: Resources

OBJECTIVE 5: The students will locate and identify the resources of Nigeria.

CONTENT OUTLINE

- IV. Resources
  - A. Minerals
  - B. Fuel
  - C. Manufacturing

ACTIVITIES

1. On a map, have the students locate the manufacturing centers of Nigeria and label the area that produces the following kinds of manufacturing: vehicles, food, textiles, building materials, and furniture. Ask the students to place on a map the symbols at the locations of Nigeria's minerals: tin, columbite, iron ore, coal, oil, and limestone.

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

OBJECTIVE 6: The students will locate and identify the major ethnic groups of Nigeria.

CONTENT OUTLINE

V. Population
    A. Major ethnic groups
        1. Yorubas
        2. Ibos
        3. Hausa-Fulani
    B. Distribution

ACTIVITIES

* 1. Ask the students to prepare a population distribution of Nigeria that compares the major ethnic groups with the state boundaries. Color in areas where major ethnic groups are located.

2. Have the students answer the following Who Am I? questions and prepare ten similar questions.

Hausa-Fulani Yoruba Ibo

____________ We are found in the Y formed by the Niger and Benue rivers.

____________ We are the majority population in the eastern section of Nigeria.

____________ We created what was the nation of Biafra.

____________ We are situated in the western part of Nigeria.

*Advanced Level

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 7: The students will identify and compare the ways of living in Nigeria.

CONTENT OUTLINE

VI. Living off the land
    A. Farming--cacao, palm oil, peanuts, rubber
    B. Herding--cattle, sheep

ACTIVITIES

1. Ask the students to locate the farming and herding areas of Nigeria on a map and write the names of the agricultural products in each area.

2. Ask the students to draw a bar graph showing the amount of cacao produced in recent years in Nigeria. A written description of the cacao industry in Nigeria will be placed beneath the graph.

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Vegetation

OBJECTIVE 8: The students will identify the major vegetation areas of Nigeria.

CONTENT OUTLINE

C. Vegetation
  1. Savanna
  2. Equatorial rain forest

ACTIVITIES

1. Have the students draw an outline map of Nigeria and color code the savanna and equatorial rain forest.
2. Ask the students to draw an outline map of Nigeria and make construction paper symbols to be placed at the proper locations of the following: mangrove forest, cassava, yams, palm kernels, cacao, and peanuts.
3. Ask the students to prepare a report on the value of Nigeria's mangrove forests along the coast.

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

*OBJECTIVE 9: The students will describe the diversity found in the present urban areas of Nigeria.

CONTENT OUTLINE

VII. Urban geography
    A. Ibadan
    B. Lagos
    C. Ogbomosho
    D. Kano
    E. Oshogbo

ACTIVITIES

1. Ask the students to locate on a map of Nigeria the largest cities and identify what natural features have influenced their growth.

* 2. Ask the students to present a written analysis of Lagos, Nigeria's capital city. This analysis should include information about Lagos as a busy center of government, education, business, and center of national culture.

*Advanced Level

VOCABULARY

Africa South of the Sahara

animism

apartheid

hinterland

liana

Mau Mau

oasis

tsetse fly

veld

wadis

ASIA

OVERVIEW

The physical regions of Asia range from the highest mountains in the world, the Himalayas, to the Gobi Desert, and to the volcanic islands of Japan and Indonesia. Some of the world's great rivers--the Indus, the Ganges, and the Hwang Ho--flow through Asia. The topography of Asia varies from one end to the other.

Some of the world's earliest and most advanced cultures developed in Asia. The culture of the East differs from that of the West. The major religions of Islam, Hinduism, and Buddhism are very different from the Christian religions practiced in the West. Many of the languages that dominate the area are not related to any of the languages of the west. The Sino-Tibetan languages are known for their style of writing, which is ideographic rather than symbolic. In Asia, the Mongoloid race predominates. Thus, the culture of Asia contrasts sharply with that of the rest of the World.

With the exception of Japan, Asia tends to be what the Western world would term as underdeveloped. These countries are basically agrarian, but industry is beginning to develop. Japan and parts of China have been developing industry since World War II. Today Japan is a highly industrialized nation that trades heavily with the United States.

For study purposes, Asia has been divided into three main regions: South Asia, East Asia, and Southeast Asia. Each of these regions may be studied separately or combined to form one major unit.

The People's Republic of China has been chosen as the country to be studied in-depth in the Asian unit. With more than one billion people, China is the most populous country in the world. In land area China is also the third largest country in the world. It extends from the Himalayas in Tibet, to the industrialized region of Manchuria, and to the rice-growing region of the Southeast.

China remained basically unchanged for hundreds of years. The Communist revolution which occurred in 1949 brought many notable changes, such as the development of industrialization, farming techniques, and increased contact with other nations.

SOUTH ASIA

OUTLINE

I. Map and globe skills
   A. India
   B. Pakistan
   C. Bangladesh
   D. Bhutan
   E. Nepal
   F. Afghanistan
   G. Sri Lanka
   H. Maldives

II. Physical geography
   A. Climate--monsoons
   B. Landforms
      1. Himalayan Mountains--Mt. Everest
      2. Plain of Hindustan
      3. Deccan Plateau
   C. Rivers
      1. Ganges
      2. Indus
      3. Brahmaputra

III. Changing landscapes
   A. Political and religious boundaries--Kashmir
   B. Access to waterways--Punjab

IV. Resources
   A. Minerals
      1. Coal
      2. Copper
      3. Iron ore
      4. Oil
   B. Forest
   C. Soils

V. Population
    A. Distribution
    B. Language groups
        1. Indo-Aryan
        2. Dravidian
        3. Iranian
    C. Religions
        1. Hindus
        2. Muslims
        3. Buddhists
    D. Caste system in India

VI. Living off the land
    A. Farming
    B. Herding

VII. Urban geography
    A. Calcutta
    B. New Delhi
    C. Dacca
    D. Bombay

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

***OBJECTIVE 1:** The students will be able to locate the countries of South Asia and correctly identify the bodies of water that border the region.

CONTENT OUTLINE

I. Map and globe skills
  A. India
  B. Pakistan
  C. Bangladesh
  D. Bhutan
  E. Nepal
  F. Afghanistan
  G. Sri Lanka
  H. Maldives

ACTIVITIES

1. Have the students label on an outline map the countries of South Asia, the Arabian Sea, the Gulf of Mannar, and the Bay of Bengal.

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Direction

OBJECTIVE 2: The students will be able to locate the countries of South Asia using latitude and longitude.

CONTENT OUTLINE

ACTIVITIES

1. Provide the students with a list of coordinates for the countries of South Asia. Ask the students to locate the countries on a globe.

GENERALIZATION: Scale refers to the relationship between distance shown on a map as compared to real distance.

CONCEPT: Scale

OBJECTIVE 3: The student will compute the distance between two designated points on a map of South Asia.

CONTENT OUTLINE

ACTIVITIES

1. Provide the students with a list of cities in South Asia. Ask the students to find the distance between each of the cities.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Climate

OBJECTIVE 4: The students will be able to compare and contrast the summer and winter monsoon seasons.

CONTENT OUTLINE

II. Physical geography
    A. Climate--monsoons

ACTIVITIES

1. Ask the students to make a chart noting the differences in the monsoon seasons.

	SUMMER	WINTER
Direction of wind		
Temperature		
Rainfall		
Pressure over land (High/Low)		

2. Ask the students to draw on an outline map the wind directions for the summer and winter monsoons (pressure areas).

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Landforms and rivers

***OBJECTIVE 5:** The students will be able to identify the major landforms of the Indian subcontinent.

OBJECTIVE 6: The students will be able to explain the importance of rivers to the Indian subcontinent.

CONTENT OUTLINE

B. Landforms
   1. Himalayan Mountains--Mt. Everest
   2. Plain of Hindustan
   3. Deccan Plateau

C. Rivers
   1. Ganges
   2. Indus
   3. Brahmaputra

ACTIVITIES

1. Ask the students to color on an outline map the major landforms of South Asia.

* 2. Have the students research in the library one of the rivers. Ask the students to use the information to write an essay describing a trip down the river. The students should describe the terrain, flora, fauna, villages, people, and any other facts deemed important.

*Advanced Level

GENERALIZATION: Various activities and cultures of the world are directly influenced through the changing environment.

CONCEPT: Changing landscapes

OBJECTIVE 7: The students will be able to describe and explain ways in which politics and religions have affected the boundaries of the Indian Subcontinent.

CONTENT OUTLINE

III. Changing landscapes
    A. Political and religious boundaries--Kashmir
    B. Access to waterways--Punjab

ACTIVITIES

* 1. Divide the students into several small groups designated as either Hindu or Moslem. Have the students gather information about the people and religions of the Kashmir and Punjab provinces. Have students debate whether the Kashmir and Punjab provinces should be part of India or Pakistan.

* 2. Have the students debate the issues related to the division of East and West Pakistan and the formation of Bangladesh.

3. Ask the students to report on the Soviet Union's invasion of Afghanistan.

*Advanced Level

GENERALIZATION: The earth provides us with resources which may be allocated for various uses or conserved. Resources of the earth are finite.

CONCEPT: Resources

***OBJECTIVE 8:** The students will be able to locate of a map of the Indian subcontinent the major minerals and other resources.

OBJECTIVE 9: The students will be able to explain the relationship between available water supply and land use.

CONTENT OUTLINE

- IV. Resources
  - A. Minerals
    - 1. Coal
    - 2. Copper
    - 3. Iron ore
    - 4. Oil
  - B. Forests
  - C. Soils

ACTIVITIES

1. Ask the students to decide on symbols that will represent the minerals and resources of the area. Have each student draw the symbol on the appropriate area of an outline map of the Indian subcontinent. Be sure to include a legend. Areas of fertile soil should be shaded to indicate major farming regions.

2. Ask the students to research and report on the following topics:

   a. Water power from the Himalayas
   b. Irrigation using the Indus River--problems during the dry season
   c. Monsoons--how they affect the crops (too much or too little rain; too soon or too late)

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

*OBJECTIVE 10: The students will be able to identify areas of high population density within the Indian subcontinent.

CONTENT OUTLINE

V. Population
    A. Distribution--high density

ACTIVITIES

1. Ask the students to color the population densities on an outline map of the Indian subcontinent. Make sure that each student includes a legend.

2. Have the students compare a population map, a physical map, and a precipitation map of the area. Ask them to generalize why certain areas have a high or low population density.

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

OBJECTIVE 11: The students will be able to compare and contrast the language groups and the religious groups of the Indian subcontinent and the levels of the caste system in India.

CONTENT OUTLINE

B. Language groups
   1. Indo-Aryans
   2. Dravidian
   3. Iranian

C. Religious groups
   1. Hindu
   2. Moslem
   3. Animism

D. Caste system of India

ACTIVITIES

1. Using the information below, ask the students to make charts comparing the language groups, the religious groups, and the caste system. The students should use the textbook and reference books to find the information. (This activity may be combined with East Asian groups.)

Language Groups	Origin	Present Location
Indo-Aryan		
Dravidian		
Iranian		

Religion	Origin	Founder	God/Gods	Beliefs	Where Practiced Today
Hindu					
Moslem/Islam					

Caste Levels	Origin	Occupation
Brahman		
Kshatriya		
Vaishyas		
Sudra		
Untouchables		

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 12: The students will be able to compare and contrast subsistence and commercial farming on the the Indian subcontinent.

CONTENT OUTLINE

VI. Living off the land
    A. Farming
    B. Herding

ACTIVITIES

1. Having provided the textbook and other reference materials, have the students complete a chart on the crops grown. Ask each student to use this chart to make generalizations about the kind of farming and why it is subsistence or commercial farming. Ask the students to identify relationships between the agricultural system and Indian society and culture.

Crop	Size of Farm	Tools	End Product	Foreign Use

2. Have students research reasons why herding in India is not widely practiced.

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

OBJECTIVE 13: The students will be able to differentiate between the concepts "urban" and "rural" as these concepts relate to India.

CONTENT OUTLINE

VII. Urban geography
  A. Calcutta
  B. New Delhi
  C. Dacca
  D. Bombay

ACTIVITIES

1. After the students have defined the words urban and rural, have them look at pictures of urban and rural India. Ask the students to write an essay comparing and contrasting the two pictures, indicating why one picture is urban and the other is rural.

2. Ask the students to draw a pie graph showing the percentage of rural and urban inhabitants of India.

3. Ask the students to color on an outline map of India the urban areas red and the rural areas blue.

EAST ASIA

OUTLINE

- I. Map and globe skills
  - A. China
  - B. Mongolia
  - C. Japan
  - D. North Korea
  - E. South Korea
  - F. Taiwan
- II. Physical geography
  - A. Climate
    - 1. Precipitation
    - 2. Deserts
  - B. Landforms
    - 1. Himalayan Mountains
    - 2. Tibetan Plateau
    - 3. North China Plain
    - 4. Manchurian Plain
    - 5. Islands
    - 6. Mt. Fuji
    - 7. Gobi Desert
  - C. Rivers
    - 1. Yangtze
    - 2. Hwang Ho
    - 3. Hsi Chiang

- III. Changing landscape
  - A. Political boundaries
  - B. Land use
- IV. Resources
  - A. Minerals
    - 1. Coal
    - 2. Iron ore
    - 3. Tin
    - 4. Oil
  - B. Industries
  - C. Forest and soils

- V. Population
    - A. Distribution
    - B. Language groups
        - 1. Chinese
        - 2. Mongol
        - 3. Japanese
        - 4. Korean
    - C. Religions
        - 1. Buddhism
        - 2. Confucianism
        - 3. Taoism
        - 4. Shintoism

- VI. Living off the land
    - A. Farming
    - B. Herding

- VII. Urban geography
    - A. Tokyo
    - B. Osaka
    - C. Nagoya
    - D. Beijing
    - E. Seoul
    - F. Pyongyang
    - G. Hong Kong

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

*OBJECTIVE 1: The students will be able to locate the countries of East Asia on a map.

CONTENT OUTLINE

I. Map and globe skills
    A. China
    B. Mongolia
    C. Japan
    D. North Korea
    E. South Korea
    F. Taiwan

ACTIVITIES

1. Ask the students to label on an outline map the countries of East Asia, the Sea of Japan, the Yellow Sea, and the East China Sea.

GENERALIZATION: Real objects may be portrayed and illustrated on a map through a variety of symbols.

CONCEPT: Symbols

OBJECTIVE 2: The students will be able to design individual maps of East Asia.

CONTENT OUTLINE

ACTIVITIES

1. Distribute to the students outline maps of East Asia. Ask the students to draw political maps, topographical maps, land use maps, and so forth, of East Asia.

GENERALIZATION: Distance is the measurement between two points.

CONCEPT: Distance

OBJECTIVE 3: The student will be able to compute the distance between two East Asian cities on a globe.

CONTENT OUTLINE

ACTIVITIES

1. Ask the students to use a globe to name 10 major world cities. Have the students calculate the shortest distance to Tokyo, Hong Kong, and other East Asian cities. Have the students explain why Great Circle routes are the shortest routes.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Climate

OBJECTIVE 4: The students will be able to locate the major climatic regions of East Asia.

CONTENT OUTLINE

II. Physical geography
  A. Climate
    1. Precipitation
    2. Deserts

ACTIVITIES

1. Ask the students to list the climatic regions on a climatic map of East Asia. Have the students compare the climatic map to a physical map and make generalizations as to how the landforms affect the climate.

2. Ask the students to draw on an outline map arrows showing the direction of the prevailing winds in East Asia. Ask the students to generalize as to how the winds affect the climate.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Landforms and rivers

*OBJECTIVE 5: The students will be able to identify and describe the major landforms and rivers of East Asia.

CONTENT OUTLINE

B. Landforms
  1. Himalaya Mountains
  2. Tibetan Plateau
  3. North China Plain
  4. Manchurian Plain
  5. Islands
  6. Mt. Fuji
  7. Gobi Desert

C. Rivers
  1. Yangtze
  2. Hwang Ho
  3. Hsi Chiang

ACTIVITIES

1. Ask the students to research the major landforms and rivers of East Asia. Have the students present the information to the class. A chart comparing the landforms and rivers should be completed after each presentation.

Landform/ River	Characteristics	Location	Importance/ Use

2. Have the students color on an outline map the major landform areas and rivers.

GENERALIZATION: Various activities and cultures of the world are directly influenced through the changing environment.

CONCEPT: Changing landscape

OBJECTIVE 6: The students will be able to explain and to describe ways in which the immediate environment of East Asia has been changed by people or by natural causes.

CONTENT OUTLINE

III. Changing landscape
  A. Political boundaries
  B. Land use

ACTIVITIES

1. Ask the students to make posters showing how man has changed:
   a. The boundaries of China throughout history (divided into time periods)
   b. Korea after World War II
   c. The land of Japan through industry
2. Ask students to write newspaper articles describing earthquakes in Tokyo.
3. Ask students to write brief reports on the historical development of the region.

GENERALIZATION: The earth provides us with resources which may be allocated for various uses or conserved. Resources of the earth are finite.

CONCEPT: Resources

***OBJECTIVE 7:** The students will be able to identify the natural resources that influenced industrial development in East Asia.

CONTENT OUTLINE

IV. Resources
  A. Minerals
    1. Coal
    2. Iron ore
    3. Tin
    4. Oil
  B. Industries
  C. Forests and soil

ACTIVITIES

1. Ask the students to list the natural resources found in East Asia and the industries that grew around those resources.

2. Have the students choose one of the resources and determine the use and the importance of the product for the development of each East Asian country economically. Develop the chart below.

PRODUCTION LEVELS

Product	1900	1920	1940	1960	1980
Coal					
Iron Ore					
Tin					
Oil					
Forest					

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

*OBJECTIVE 8: The students will be able to identify areas of high and low population densities in East Asia.

OBJECTIVE 9: The students will be able to compare and contrast the various language groups and religions of East Asia.

CONTENT OUTLINE

V. Population
  A. Distribution
  B. Language groups
    1. Chinese
    2. Mongol
    3. Japanese
    4. Korean
  C. Religions
    1. Buddhism
    2. Confucianism
    3. Taoism
    4. Shintoism

ACTIVITIES

1. Have the students indicate on an outline map areas of high and low population densities by using colors and shading. Compare the population map to a physical or land use map. Make generalizations as to why some areas have either high or low density.

2. Ask the students to make charts comparing the language groups and the religious groups (may be combined with groups of East Asia).

Language Group	Origin	Present Location
Chinese		
Mongol		
Japanese		
Korean		

Religion	Origin	Founder	God/Gods	Beliefs	Where Practiced Today
Buddhism					
Confucianism					
Taoism					
Shintoism					

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 10: The students will be able to distinguish between commercial and subsistence farming in East Asia.

CONTENT OUTLINE

VI. Living off the land
    A. Farming
    B. Herding

ACTIVITIES

1. Have the students research farming in East Asia and complete a chart on the crops grown. Using this chart, ask the students to make generalizations about the kind of farming and explain why it is commercial or subsistence farming.

Crop	Size of Farm	Tools	End Product	Domestic/ Foreign Use

2. After viewing a physical map, a precipitation map, and a population map of Japan, ask the students to list reasons why the farmers practice intensive farming.

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

OBJECTIVE 11: The students will be able to describe the role of urban economic specialization in East Asia.

CONTENT OUTLINE

VII. Urban geography
  A. Tokyo
  B. Osaka
  C. Nagoya
  D. Beijing (Peking)
  E. Seoul
  F. Pyongyang
  G. Hong Kong

ACTIVITIES

1. Ask the students to locate the major industrial cities of East Asia using physical and natural resource maps. Ask the students to list the cities and state the reasons for the locations of each city (e.g., good harbor, near water power, etc.).

2. Ask the students to compare and contrast life styles in several different urban areas in East Asia.

SOUTHEAST ASIA

OUTLINE

I. Map and globe skills
   A. Burma
   B. Thailand
   C. Kampuchea (Cambodia)
   D. Vietnam
   E. Laos
   F. Malaysia
   G. Singapore
   H. Indonesia
   I. Philippines

II. Physical geography
   A. Climate--monsoon
   B. Landforms
      1. Mountains
      2. Islands
      3. Malay Peninsula
   C. Rivers
      1. Irrawaddy
      2. Chao Phraya
      3. Mekong
      4. Red
      5. Salween

III. Changing landscapes
   A. Volcanoes
   B. Earthquakes

IV. Resources
   A. Rubber
   B. Spices

V. Population--340 million

VI. Living off the land
    A. Tropical agriculture
    B. Plantations

VII. Urban geography
    A. Singapore
    B. Bangkok
    C. Manila
    D. Rangoon
    E. Jakarta

SOUTHEAST ASIA

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

*OBJECTIVE 1: The students will be able to locate and label the countries of Southeast Asia on a map.

CONTENT OUTLINE

I. Map and globe skills
   A. Burma
   B. Thailand
   C. Kampuchea (Cambodia)
   D. Vietnam
   E. Laos
   F. Malaysia
   G. Singapore
   H. Indonesia
   I. Philippines

ACTIVITIES

1. Have the students locate and label on an outline map the countries of Southeast Asia, the Andaman Sea, Gulf of Siam, South China Sea, Gulf of Tonkin, and the Java Sea.

2. Have the students locate the equator on a globe. Ask the students to distinguish between those Southeast Asian countries north or south of the equator.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Climate

OBJECTIVE 2: The students will be able to explain how the prevailing winds and pressure systems affect the climate in Southeast Asia.

CONTENT OUTLINE

II. Physical geography
    A. Climate--monsoon

ACTIVITIES

* 1. Have the students take two outline maps of Southeast Asia and label one the winter monsoon season and one the summer monsoon season. Ask the students to draw the pressure systems over the land and the direction of the wind on each map. Using a topographical map, indicate areas of the heaviest and the least rainfall. Have the students make generalizations about the pattern of rainfall in each region (may combine with South Asian monsoons).

2. Ask the students to pretend that they must move to Southeast Asia. Have them choose the area in which they would like to live and give reasons for their choice.

*Advanced Level

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Landforms and rivers

*OBJECTIVE 3: The students will be able to identify the major landforms and rivers of Southeast Asia.

CONTENT OUTLINE

B. Physical geography
  1. Landforms
    a. Mountains
    b. Islands
    c. Malay Peninsula
  2. Rivers
    a. Irrawaddy
    b. Chao Phraya
    c. Mekong
    d. Red
    e. Salween

ACTIVITIES

1. Have the students identify and label on an outline map of Southeast Asia the major rivers, the Malay Peninsula, and the major islands of Indonesia and the Philippines. The students will shade the mountainous areas with a pencil.

2. Ask the students to choose a river or landform from Southeast Asia. Have the students compare their river or landform to one found in East Asia. Ask the students to note similarities and differences.

GENERALIZATION: The world landscape is in a continuous state of change from both the forces of nature and the influences of humans.

CONCEPT: Changing landscape

OBJECTIVE 4: The students will be able to describe how volcanoes and earthquakes have changed the landscape of Indonesia.

CONTENT OUTLINE

III. Changing landscape
  A. Volcanoes
  B. Earthquakes

ACTIVITIES

1. Ask the students to research library sources for the major volcanoes of Indonesia--Krakatoa and Tambora. Have the students pretend they are newscasters, or eye witnesses, and describe what they saw, heard, and felt during the volcanic explosion.

2. Ask the students to draw the countries of Southeast Asia on an outline map with the plate boundaries indicated. Have the students make generalizations about the topography of the area.

GENERALIZATION: The earth provides us with resources which may be allocated for various uses or conserved. Resources of the earth are finite.

CONCEPT: Resources

***OBJECTIVE 5:** The students will be able to identify the natural resources that influence industrial development in Southeast Asia.

CONTENT OUTLINE

IV. Resources
    A. Rubber
    B. Spices

ACTIVITIES

1. Have the students use library reference books to make a poster showing the production of a natural rubber tire from the rubber tree to its final production.

* 2. Have the students write a report describing the historical reasons for the expansion of trade and exploration in the search for new trading routes to reach the Spice Islands.

*Advanced Level

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

*OBJECTIVE 6: The students will be able to locate areas of high and low population densities in Southeast Asia.

CONTENT OUTLINE

V. Population--340 million

ACTIVITIES

1. Have the students shade on an outline map of Southeast Asia the various population densities. Have the students use physical maps or land maps to make generalizations as to why some areas have high population densities while others have low population densities.

* 2. Have the students compare and contrast population densities in the three Asian areas to determine if settlement patterns exit.

*Advanced Level

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 7: The students will be able to distinguish between a slash and burn activity and a commercial activity in the growing of food in Southeast Asia.

CONTENT OUTLINE

VI. Living off the land
   A. Tropical agriculture
   B. Plantations

ACTIVITIES

1. Ask the students to define plantation farming and "slash and burn" farming. Have the students use the textbook and other reference materials to complete the chart below which compares and contrasts two kinds of farming.

Types	Size	Crops	Location	Tools	Labor	Home/Commercial Use
Slash/Burn						
Plantation						

2. Have the students indicate on an outline map of Southeast Asia areas in which traditional farming would occur. Ask the students to list reasons why each is an area of traditional farming.

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

OBJECTIVE 8: The students will be able to identify important factors that have led to the development of cities in Southeast Asia.

CONTENT OUTLINE

VII. Urban geography
  A. Singapore
  B. Bangkok
  C. Manila
  D. Rangoon
  E. Jakarta

ACTIVITIES

1. Have the students list reasons why the cities in Southeast Asia grew and developed in their present locations after studying physical maps, land use maps, and natural resource maps.

2. Ask the students to study a physical map and to list reasons why there are so few major Southeast Asian cities.

CHINA

IN-DEPTH STUDY

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

OBJECTIVE 9: The students will be able to locate the People's Republic of China and its boundaries.

CONTENT OUTLINE

I. Map and globe skills
   A. Location--boundaries
      1. North--Mongolia, Soviet Union
      2. East--East and South China Seas, North Korea
      3. South--Vietnam, Laos, Burma
      4. West--Pakistan, Afghanistan, Nepal, Sikkim, Bhutan
   B. Size
      1. Third largest country
      2. 3.7 million square miles
      3. East to West--3,000 miles; North to South--2,500 miles
   C. Political subdivisions--22 provinces, 3 municipalities, 5 autonomous regions

ACTIVITIES

1. Ask the students to locate and label on an outline map the countries that surround the People's Republic of China.
2. Have the students make a bar graph comparing the land area of China with that of the Soviet Union, Canada, the Unites States, and Brazil.
3. Ask the students to color, on an outline map of China, the provinces green, the municipalities red, and the autonomous regions blue.

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GENERALIZATION: Every society develops a culture of its own though some ideas are borrowed from other cultures.

CONCEPT: Population

OBJECTIVE 10: The students will be able to identify the various cultural groups of China and to analyze how they have affected China's growth.

CONTENT OUTLINE

II. Population--1,060,000,000 (1983 figures)
  A. Distribution
    1. Rural--80 percent
    2. Urban--20 percent
    3. Two-thirds live in the eastern third of the country
  B. Cultural groups
    1. Han--94 percent
    2. 55 other nationalities
      a. Mongol
      b. Hui
      c. Tibetan
      d. Uigurs
      e. Miao
      f. Yi
      g. Chuang
      h. Puyi
      i. Korean
      j. Manchu
  C. Population control--one child per family
  D. Language
    1. Many dialects and languages
    2. Mandarin is spoken by majority
    3. Ideographic written language (characters)
    4. Non-Chinese spoken in autonomous regions

ACTIVITIES

* 1. Have the students color areas of high and low population density using different colors on an outline map of China. Compare the population map to a physical map and a precipitation map. Have the students make generalizations as to why eastern China has the heaviest population.

2. Ask the students to select one of the Chinese nationalities for a class report. Have the students report to the class about their selected nationality using reports, posters, or projects.

3. Ask the students to make a poster showing various Chinese language characters and what each represents.

*Advanced Level

GENERALIZATION: Various activities and cultures of the world are directly influenced through the changing environment.

CONCEPT: Changing landscape

OBJECTIVE 11: The students will be able to explain how geography has affected the lives of the Chinese people.

CONTENT OUTLINE

III. Changing landscape

ACTIVITIES

* 1. Have the students compare physical, land use, and population maps of China. Discuss generalizations about the manner in which the life styles depend upon the topography, climate, and resources of an area. Have students research the various provinces of China focusing upon the life styles of the people. Have students note how the environment has influenced life styles in such ways as dress, food, housing, employment, etc.

2. Have the students research the building of the Great Wall of China. Ask the students to role play the parts of the emperor, conscript workers, or peasants, who were involved in the construction of the Great Wall.

*Advanced Level

GENERALIZATION: The earth provides us with resources which may be allocated for various uses or conserved. Resources of the earth are finite.

CONCEPT: Resources

OBJECTIVE 12: The students will be able to identify the natural resources that influence industrial development in China.

CONTENT OUTLINE

IV. Resources
  A. Mining
    1. Coal
    2. Iron ore
    3. Petroleum
    4. Tungsten
  B. Fishing industry

ACTIVITIES

1. Have the students research the invasion of Manchuria by Japan in 1932. Ask the students to write an essay describing why this area was important to Japan.

2. Ask the students to indicate on an outline map of China the major natural resources by drawing an appropriate symbol in the approximate location. Be sure students include a map legend.

3. Have the students conduct appropriate research to compare and contrast the fishing industry of China with the fishing industry of Louisiana.

4. Ask the students to use a resource map to hypothesize about possible locations of major industries and cities in China. Have students check their findings by comparing the hypotheses to the appropriate maps.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Physical geography

OBJECTIVE 13: The students will be able to identify the major landforms and bodies of water in China.

CONTENT OUTLINE

V. Physical geography
  - A. Major regions
    1. Tibetan Highlands
    2. Sinkiang--Mongolian Uplands
    3. Mongolian Border Uplands
    4. Eastern Highlands
    5. Eastern Lowlands
    6. Central Uplands
    7. Szechwan Basin
    8. Southern Uplands
  - B. Mountain ranges
    1. Kunlun
    2. Himalayas
    3. Tien Shan
    4. Altai
    5. Karakoram
    6. Gangdise
    7. Chinling
    8. Nanling
    9. Hengtuan
  - C. Major rivers
    1. Yangtze
    2. Hwang Ho (Yellow)
    3. Heilung
    4. Pearl
    5. Haiho
    6. Huai

ACTIVITIES

1. Ask the students to locate and label on an outline map of China the major landforms, mountain ranges, rivers, and bodies of water.
2. Have the students color code the major climatic areas of China on the outline map.
3. Have the students write an essay describing a river trip along one of the major rivers of China.
4. Ask the students to report on a mountain climbing expedition in the Himalayas.

D. Major bodies of water
   1. Yellow Sea
   2. South China Sea
   3. Grand Canal
   4. Koko Nor Lake
E. Climate
   1. Humid subtropical
   2. Desert
   3. Tropical savanna
   4. Humid continental
   5. Tropical rain forest
   6. Steppe or semi-arid

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 14: The students will be able to describe various methods of commercial and subsistent farming in China.

CONTENT OUTLINE

VI. Living off the land
  A. Agriculture--13% of land suitable for farming
    1. Farming
      a. Communes--gradually being phased out
      b. Agricultural Responsibility System--contract system
      c. Major crops
        1) rice
        2) wheat
        3) tea
    2. Livestock production
      a. Pork
      b. Poultry--chickens, ducks

ACTIVITIES

* 1. Ask the students to compare and contrast the Commune System with the new Agricultural Responsibility System. Have the students identify and describe the kinds of crops grown, how the crops are grown, who regulates the growing, and what happens to the crops after the harvest.

2. Have the students compare and contrast rice production in China and in Louisiana.

*Advanced Level

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

OBJECTIVE 15: The students will be able to identify major problems facing cities in China today and analyze several possible solutions.

CONTENT OUTLINE

VII. Urban geography
  A. Major cities
    1. Beijing (Peking)
      a. Capital city
      b. Eight million population
    2. Shanghai
      a. Large seaport
      b. Twelve million population
  B. Problems and concerns
    1. Lack of housing
    2. Environment
    3. Unemployment

ACTIVITIES

1. Ask the students to conduct appropriate research and make a poster showing the major methods of transportation in Chinese cities.

2. Have the students write a class newspaper for one of the major cities of China. Include articles describing Communist Party meetings, cartoons, advertisements for local products and food, articles on industry, population, crime, medicine, etc.

VOCABULARY

Asia

Buddhism

caste

dhoti

commune

confucianism

Hindu

Islam

kimono

monsoon

pagoda

Samurai

shogun

THE PACIFIC WORLD
Australia, New Zealand, Micronesia, Melanesia, Polynesia

OVERVIEW

The Pacific Ocean, largest and deepest of the oceans, is the largest single feature of the earth. The Pacific World, which encompasses about one-third of the total earth, comprises thousands of islands which dot the ocean. The islands, located mainly in the southwestern part of the ocean near or south of the equator, occur singly, in clusters, and in chains.

The islands of the Pacific World are of strategic value in sea and air transportation. The islands play a valuable role in missile and satellite launching and tracking. They provide strategic locations for military installations needed for defense as well as sites for weather stations.

The Pacific World produces tropical products and valuable minerals. Expanded tourist facilities attract visitors from throughout the world. The islands serve as stepping-stones from North and South America to the Far East. These islands will be of great importance in future world affairs.

Australia, the only continent in the world that is a nation, is closely bound to Great Britain by membership in the Commonwealth. Australia has six climatic regions and four different land forms. An abundance of mineral resources, a thriving ranching industry, manufacturing, and processing give Australia a leading world position. Australia has a growing, diverse industrial base.

New Zealand's economic prosperity is based on agriculture because of the rich soil and sufficient rainfall. Much of the land is used for sheep and cattle ranching. Dairy products and meat products are New Zealand's major exports. New Zealand is a world leader in social services for its people.

Oceania has three main groups of islands. They are Melanesia meaning "black islands"; Micronesia, meaning "small islands"; and Polynesia, meaning "many islands." The climates of the three island groups vary, and the topography is distinct. The "high" islands are usually larger and supply most of the needs of the population. The "low" islands, usually reefs or atolls, support primitive populations.

Australia, New Zealand, and the islands of Oceania are no longer isolated areas. They are experiencing rapid social and economic changes. They are also experiencing a changing role in world affairs.

THE PACIFIC WORLD

OUTLINE

Australia

I. Map and globe skills
  - A. South Pacific
  - B. Southern hemisphere

II. Physical geography
  - A. Topography
    1. Mountains
    2. Plateaus
    3. Steppe
    4. Mediterranean
    5. Humid subtropical
    6. Marine
  - B. Climate
    1. Savanna
    2. Desert
    3. Steppe
    4. Mediterranean
    5. Humid Subtropical
    6. Marine

III. Changing landscape
  - A. Physical features
    1. Great Dividing Range
    2. Outback
    3. Great Barrier Reef
  - B. Changing features
    1. Water system
    2. Transportation system

IV. Resources
  - A. Minerals
    1. Zinc
    2. Lead

        3. Copper
        4. Coal
        5. Iron ore
    B. Domestic animals
        1. Cattle
        2. Sheep
    C. Industry
        1. Manufacturing
        2. Processing

V. Population
    A. People
        1. Aborigines
        2. Present
    B. Government
        1. British Commonwealth
        2. Type

VI. Living off the land
    A. Crops
        1. Wheat
        2. Tropical fruits
        3. Sugar cane
    B. Ranching
        1. Cattle
        2. Sheep

VII. Urban geography
    A. Major urban centers
        1. Sydney
        2. Melbourne
        3. Brisbane
        4. Adelaide
        5. Perth
    B. Major accomplishments
        1. Transportation
        2. Social services

New Zealand

- I. Map and globe skills
  - A. South Pacific Ocean
  - B. Southern hemisphere
- II. Physical geography
  - A. Topography
    - 1. Southern Alps
    - 2. North Island
    - 3. Canterbury Plains
  - B. Climate
    - 1. Mild
    - 2. Maritime
- III. Changing landscape
  - A. Southern Alps
  - B. North Island
- IV. Resources
  - A. Minerals
    - 1. Coal
    - 2. Petroleum
    - 3. Gold
    - 4. Silver
  - B. Rich soil
  - C. Water
  - D. Industry
    - 1. Manufacturing
    - 2. Processing
- V. Population
  - A. Maoris
  - B. Europeans
- VI. Living off the land
  - A. Farming
  - B. Ranching

VII. Urban geography
   A. North Island cities
      1. Auckland
      2. Wellington
   B. South Island cities
      1. Christchurch
      2. Dunedin

Oceania

I. Map and globe skills
   A. Melanesia
   B. Micronesia
   C. Polynesia

II. Physical geography
   A. Topography
      1. High islands
      2. Low islands
   B. Climate
      1. Trade winds
      2. Hot and humid
      3. Vertical

III. Changing landscape
   A. Volcanic islands
   B. Atolls
   C. Lagoons
   D. Reefs

IV. Resources
   A. Tourism
   B. Processing

V. Population

VI. Living off the land
   A. Farming
   B. Fishing

VII. Urban geography

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

***OBJECTIVE 1:** The students will be able to locate and identify Australia on a globe.

CONTENT OUTLINE

Australia

- I. Map and globe skills
    - A. South Pacific
    - B. Southern hemisphere

ACTIVITIES

1. Ask the students to locate and label the island continent of Australia on an outline map. Also have them locate Australia's nearest neighbors and label the islands.

2. Ask students to identify the hemisphere in which Australia is found and to label on an outline map all of the bodies of water surrounding Australia.

3. Have the students place a map of Australia over a map of the United States and compare the areas.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Physical geography

*OBJECTIVE 2: The students will be able to identify the major topographical regions, climate, and natural vegetation of Australia.

CONTENT OUTLINE

II. Physical geography
  A. Topography
    1. Mountains
    2. Plateaus
    3. Hills
    4. Plains
  B. Climate
    1. Savanna
    2. Desert
    3. Steppe
    4. Mediterranean
    5. Humid subtropical
    6. Marine

ACTIVITIES

1. Ask the students to locate the following major topographical features on a map and describe each: (a) fertile coastal rim, (b) great dividing range, (c) artesian basin, (d) desert.

2. After research ask the students to explain why sheep ranches or "stations" are larger on poor lands.

3. After studying a climatic map of Australia, ask the students to enumerate the characteristics of the six major climates. Have them relate population density to climate.

GENERALIZATION: The world landscape is in a continuous state of change from the effects of the forces of nature and the influence of humans.

CONCEPT: Changing landscape

OBJECTIVE 3: The students will be able to explain how nature and humans change the physical features of the land.

CONTENT OUTLINE

III. Changing landscape
  A. Physical features
    1. Great Dividing Range
    2. Outback
    3. Great Barrier Reef
  B. Changing features
    1. Water system
    2. Transportation system

ACTIVITIES

1. Ask the students to draw a diagram to illustrate the principles of nature that created the "outback."

2. Have the students locate the Great Dividing Range on an outline map and compare its elevation with that of the Rocky Mountains.

3. Have the students describe how the Great Barrier Reef was formed.

GENERALIZATION: The earth provides resources which may be allocated for various uses or conserved.

CONCEPT: Resources

***OBJECTIVE 4:** The students will be able to explain how renewable and nonrenewable resources contribute to the standard of living in Australia.

CONTENT OUTLINE

IV. Resources
  A. Minerals
    1. Zinc
    2. Lead
    3. Copper
    4. Coal
    5. Iron Ore
  B. Domestic animals
    1. Cattle
    2. Sheep
  C. Industry
    1. Manufacturing
    2. Processing

ACTIVITIES

1. Have the students design a mineral resource map of Australia.

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

***OBJECTIVE 5:** The students will be able to explain and to illustrate how a population adopts and adapts from other cultures.

CONTENT OUTLINE

V. Population
  A. Aborigines
  B. Other

ACTIVITIES

1. Have students locate statistics on population density and tell how topography dictates population patterns.

* 2. After research, have the students compare the treatment of the Aborigine Bushmen of Australia by white settlers with the treatment of the American Indians by white settlers.

*Advanced Level

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 6: The students will be able to tell about the relationship between land use and living standards in Australia.

CONTENT OUTLINE

VI. Living off the land
  A. Crops
    1. Wheat
    2. Tropical fruits
    3. Sugar cane
  B. Ranching
    1. Cattle
    2. Sheep

ACTIVITIES

* 1. Have the students prepare a multicolumn chart showing agricultural production and ranching production, their portions of the gross national product, and the percentage of export.

* 2. Have the students research and compare early and recent ranching methods used in both Australia and the United States. The students will list the problems encountered by ranchers and suggest solutions to these problems.

*Advanced Level

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

OBJECTIVE 7: The students will be able to identify important factors that have led to the growth of the major cities in Australia.

CONTENT OUTLINE

VII. Urban geography
- A. Major cities
  - 1. Sydney
  - 2. Melbourne
  - 3. Brisbane
  - 4. Adelaide
  - 5. Perth
  - 6. Darwin
- B. Major accomplishments
  - 1. Transportation
  - 2. Social services

ACTIVITIES

1. Have the students locate and label on an outline map the major cities of Australia and give reasons for the development of each city in its present location.

2. Have the students research the relationships among factors such as topography, climate, and resources to the development of cities in Australia.

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

*OBJECTIVE 1: The students will be able to locate New Zealand on a globe and show New Zealand's global position relative to North America and Asia.

CONTENT OUTLINE

New Zealand

I. Map and globe skills
  A. South Pacific
  B. Southern hemisphere

ACTIVITIES

1. Have the students locate and label on an outline map the two main islands of New Zealand, North Island and South Island.

2. Ask students to compare, for a point of reference, the area of New Zealand with that of a state in the United States or a country in Europe.

3. Have the students point out land forms and bodies of water on a globe to illustrate that New Zealand serves as a stepping-stone to Asia.

5:4

5:5

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Physical geography

***OBJECTIVE 2:** The students will be able to identify the major topographical regions, climates, and natural vegetation of New Zealand.

CONTENT OUTLINE

II. Physical geography
    A. Topography
        1. Southern Alps
        2. North Island
        3. Canterbury Plains
    B. Climate
        1. Mild
        2. Maritime

ACTIVITIES

1. Have students make a clay model of the North Island and the South Island of New Zealand showing the differences in landforms.

2. Have the students demonstrate to the class how the westerly winds dominate the marine climate and point out on a map other countries that have a marine climate.

GENERALIZATION: The world landscape is in a continuous state of change from the effects of the forces of nature and the influence of humans.

CONCEPT: Changing landscape

OBJECTIVE 3: The students will be able to explain how nature and humans change the physical features of the land.

CONTENT OUTLINE	ACTIVITIES
III. Changing landscape A. Southern Alps B. North Island	1. Have the students demonstrate in class how water and wind erosion changed the Southern Alps.

GENERALIZATION: The earth provides resources which may be allocated for various uses or conserved.

CONCEPT: Resources

*OBJECTIVE 4: The students will be able to explain how renewable and nonrenewable resources contribute to the standard of living in New Zealand.

CONTENT OUTLINE

- IV. Resources
  - A. Minerals
    - 1. Coal
    - 2. Petroleum
    - 3. Gold
    - 4. Silver
  - B. Rich soil
  - C. Water
  - D. Industry
    - 1. Manufacturing
    - 2. Processing

ACTIVITIES

1. Have the students write on an outline map the names and locations of minerals found in New Zealand.

2. Ask the students to make a comparison between the potable water found on New Zealand and the potable water available on the "low" islands of the Pacific.

3. In a short paragraph have the students defend the following statement: Rich soil is the most important natural resource of New Zealand.

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

*OBJECTIVE 5: The students will be able to explain and to illustrate how a population adopts and adapts from other cultures.

CONTENT OUTLINE

V. Population
    A. Maoris
    B. Europeans

ACTIVITIES

1. Ask students to research in the library for information about New Zealand's Maori and Aborigine populations.
2. Have the students design a chart showing the distribution of population by natural origin and ethnic group.

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 6: The students will be able to explain the relationship between the land use and the living standards of New Zealand.

CONTENT OUTLINE

VI. Living off the land
    A. Farming
    B. Ranching

ACTIVITIES

1. Have the students show the relationship of the processing industry of New Zealand to the ranching and farming industries.

* 2. Have the students research in the library for information on cooperatives and write a report explaining how cooperatives help New Zealand ranchers.

*Advanced Level

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

OBJECTIVE 7: The students will be able to identify important factors that have led to the growth of the major cities in New Zealand.

CONTENT OUTLINE

VII. Urban geography
  A. North Island cities
    1. Auckland
    2. Wellington
  B. South Island cities
    1. Christchurch
    2. Dunedin
  C. Population density
  D. Government
    1. Type
    2. Social services

ACTIVITIES

1. Have the students design a multicolumn chart showing the four major cities of New Zealand, the major industries, and outstanding tourist attractions.

2. Ask the students to present an oral report to the class on New Zealand's position on one of the following topics: social security, unemployment, or accident or sickness insurance.

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

***OBJECTIVE 8:** The students will be able to locate and identify Melanesia, Micronesia, and Polynesia on a globe.

CONTENT OUTLINE

Islands

I. Map and globe skills
   A. Melanesia
   B. Micronesia
   C. Polynesia

ACTIVITIES

1. On a map of the Pacific World, ask the students to label Melanesia, Micronesia, and Polynesia and to mark on a map the boundaries of the three island groups.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Physical geography

***OBJECTIVE 9:** The students will be able to identify the major topographical regions, climate, and natural vegetation of the islands.

CONTENT OUTLINE

II. Physical geography
    A. Topography
        1. High islands
        2. Low islands
    B. Climate
        1. Trade winds
        2. Hot and humid
        3. Vertical

ACTIVITIES

1. Ask students to distinguish between the physical characteristics of the "high" islands and the "low" islands. Have them explain the interaction of mountains, rain, and fertile soil in crop production on the "high" islands and compare production on the two groups of islands.

2. Ask the students to describe the weather conditions that spawn a typhoon.

GENERALIZATION: The world landscape is in a continuous state of change from the effects of the forces of nature and the influence of humans.

CONCEPT: Changing landscape

OBJECTIVE 10: The students will be able to explain how nature and humans change the physical features of the land.

CONTENT OUTLINE

III. Changing landscape
  A. Volcanic islands
  B. Atolls
  C. Lagoons
  D. Reefs

ACTIVITIES

1. Ask the students to write a short paragraph defining the following: (a) volcanic island, (b) atoll, (c) lagoon, (d) coral, (e) fringing reef, (f) barrier reef.

2. Have the students draw a diagram of a volcano and explain how a volcano builds up on the ocean floor to form an island.

GENERALIZATION: The earth provides resources which may be allocated for various uses or conserved.

CONCEPT: Resources

*OBJECTIVE 11: The students will be able to explain how renewable and nonrenewable resources contribute to the standard of living on the islands.

CONTENT OUTLINE

IV. Resources
    A. Tourism
    B. Processing

ACTIVITIES

1. Have the students contact an international airline for flight schedules, places of interest, and costs of flights to and among the Pacific Islands.

2. Ask the students to list the by-products of the coconut palm. Have them distinguish between the products that are exported and the products used by the natives.

3. Have the students explain how the natives of the Pacific Islands capitalize on the bird population as a natural resource.

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

CONCEPT: Population

*OBJECTIVE 12: The students will be able to locate on a map of the Pacific Islands the areas of highest and lowest population density.

CONTENT OUTLINE

V. Population

ACTIVITIES

1. Ask the students to design a map that shows population density of the Pacific Islands. Have them examine the cultural factors such as language, clothing, education, and occupations that exist on the islands.
2. Ask the students to explain the interdependency that develops in a village population.

GENERALIZATION: Cultural factors and land use are directly and indirectly related.

CONCEPT: Living off the land

OBJECTIVE 13: The students will be able to explain the relationship between land use and living standards on the islands.

CONTENT OUTLINE

VI. Living off the land
  A. Farming
  B. Fishing

ACTIVITIES

1. Ask the students to write a paragraph about the coconut palm as a source of food, clothing, and shelter for islanders.
2. Ask the students to keep a personal daily record for five school days of the food products that come from the islands and are exported to the United States.

GENERALIZATION: The birth, growth, decay, and renewal of cities is an ever-changing cycle.

CONCEPT: Urban geography

OBJECTIVE 14: The students will be able to identify important factors that led to the growth of the major cities on the islands.

CONTENT OUTLINE

VII. Urban geography

ACTIVITIES

1. Ask the students to identify the major physical features of Pago Pago that contribute to its urban development. Have them identify island features that will inevitably slow urban development.
2. Ask the students to research for information about catastrophic events that have destroyed cities of the Pacific Islands.

VOCABULARY

Pacific World

aborigines

atolls

Australian Alps

copra

coral

doldrums

fodder crops

Great Barrier Reef

Great Sandy Desert

high islands

islets

lagoon

low islands

mutton

outback

reef

542

POLAR REGIONS

OVERVIEW

The polar regions of our world are becoming increasingly important to the people of the more hospitable climates. The areas around the South Pole are being examined as a possible source of valuable resources. The areas around the North Pole have resources as well, but the chief importance of the North Pole lies in its being a relatively narrow buffer zone between the two most powerful nations in the world--the Soviet Union and the United States.

In this unit the students will examine the climate, landscape, resources, and people of the polar regions. Popular concepts hold the polar regions to be extremely cold, bleak, and desolate places. The area is commonly described as having six months of darkness and six months of light. It is hoped that much misconception about the polar regions will be dispelled through the study of these remote areas.

POLAR REGIONS

OUTLINE

I. Map and globe skills
   A. Antarctica
   B. Arctic

II. Physical geography--climate
   A. Tundra--High latitude marine
   B. Taiga--High latitude continental
   C. Glacial climate

III. Changing landscapes
   A. Continental drift
   B. Ice movement
   C. Special problems

IV. Resources
   A. Kinds
   B. Effects on population

V. Population
   A. Distribution
   B. Movement
   C. Housing

VI. Living off the land
   A. Economic activities
   B. Changes in life styles

VII. Lack of urban areas

GENERALIZATION: Objects may be spatially related as to direction, distance, and time.

CONCEPT: Location

*OBJECTIVE 1: The students will be able to use maps to develop and convey information on the polar areas.

CONTENT OUTLINE

I. Map and globe skills
   A. Antarctic
   B. Arctic

ACTIVITIES

1. Ask the students to trace a map of the South Polar region using tracing paper on the overhead projector. The students will also design legends to show information about the following areas or places:

   A. Ross Sea
   B. Amundsen Sea
   C. Bellingshausen Sea
   D. Weddell Sea
   E. Coats Island
   F. South Magnetic Pole
   G. Victoria Island
   H. Wilkes Land
   I. Enderby Land
   J. Queen Maud Land
   K. South Geographic Pole

2. Issue a climatic map of the polar regions to the students. Allow the students to examine the maps for a few minutes. When this has been done, ask the students to state any differences that they have noted between the two regions. With proper directions the students should come to the following conclusions:

   a. The North Polar Region is water surrounded by land.
   b. The South Polar Region is land surrounded by water.

c. There are two climatic zones at the South Pole and three at the North Pole.
d. The students may draw on previous learning and conclude that the South Pole is colder than the North Pole.

GENERALIZATION: Physical geography is the study of the earth in space, climate, landforms, and vegetation.

CONCEPT: Physical geography

OBJECTIVE 2: The students will be able to explain why coastal lands often have milder climates than lands away from the ocean.

CONTENT OUTLINE

II. Physical geography--climate
    A. Tundra--High latitude marine
    B. Taiga--High latitude continental
    C. Glacial climate

ACTIVITIES

1. Ask students to write to tourist information centers in Alaska for information concerning the climate. They can use this information to create a display on the state.

2. Borrow a wet bulb hygrometer from the school science department. This device has two thermometers. One has a device to keep the bulb of the thermometer wet. Hang the device where there is a breeze. Ask the students to speculate why there is a difference in the temperature. Ask them to speculate if something similar might happen in land areas near the ocean.

3. Acquire three sensitive thermometers and a metal pan of hot water. Place one thermometer in the water. Place the second thermometer 1/4 inch from the metal of the pan. Place the third 1/3 inches from the pan. After 10 minutes have elapsed, record the temperature on each thermometer. Repeat with ice water. Ask students to speculate as to how this might be related to lands near the ocean or lands away from the ocean.

4. Ask the students to predict what would happen if a heat wave hit the arctic.

GENERALIZATION: The world landscape is in a continuous state of change from the forces of nature as well as through the influence of humans.

CONCEPT: Changing landscape

*OBJECTIVE 3: The students will be able to name some of the physical forces acting on the polar landscape.

CONTENT OUTLINE

III. Changing landscape
    A. Continental drift
    B. Ice movement
    C. Special problems of the area

ACTIVITIES

1. Ask the students to make a report on one of the following topics pertaining to the Alaskan pipeline suggest that the following topics be included in the reports:

    a. Route chosen
    b. Construction problems
    c. Effect on environment
    d. Economic advantages/disadvantages

2. Ask the students to research and report on ocean disasters caused by icebergs. Have them report on the different kinds of oceanic ice.

3. Invite a member of the Coast Guard to discuss with the class the activities of the Coast Guard in protecting shipping from ice damage.

GENERALIZATION: The earth provides us with resources which may be allocated for various uses or conserved. Resources are finite.

CONCEPT: Resources

*OBJECTIVE 4: The student will be able to explain how natural resources have influenced the settlement of polar regions.

CONTENT OUTLINE

IV. Resources
    A. Kinds
    B. Effects on population

ACTIVITIES

1. Ask the students to examine the history of the polar regions for examples of mineral discoveries. When mineral deposits are located, ask the students to mark them on a map. Compare the resulting map to one which shows the population concentration of the polar area. If population concentration exists in areas where minerals do not exist, request students to explain the reasons.

GENERALIZATION: Every society develops a culture of its own even though some ideas are borrowed.

CONCEPT: Population

*OBJECTIVE 5: The students will be able to give reasons for the location of native population in polar regions.

CONTENT OUTLINE

V. Population
  A. Distribution
  B. Movement
  C. Housing

ACTIVITIES

1. Ask students to investigate the kind and sources of food eaten by the native population of the polar regions. Also request information on the kind of shelter built by the natives. Using this knowledge and a population map of the polar area, ask the students to draw conclusions about why people live where the map indicates.

GENERALIZATION: All food, clothing, and shelter come from the earth.

CONCEPT: Living off the land

OBJECTIVE 6: The students will be able to describe and/or explain ways in which humans have been able to overcome harsh polar conditions.

CONTENT OUTLINE

VI. Living off the land
  A. Economic activities
  B. Changes in life styles

ACTIVITIES

1. Ask the students to select a book from an appropriate list for a report focusing on a fictional or nonfictional account of life in the polar regions. The report should focus on the methods people have used to adjust to the polar environment.

* 2. Ask the students to role-play the members of a proposed polar expedition. Ask them to plan a trip, decide on the route to take, list supplies, etc. Each step should be accompanied with sound reasons for the planned action.

3. Request that the students make a list of the various kinds of people that live in the Arctic. Ask students to collect information about each group. Along with a written or oral report, the students should construct displays of pictures, clippings, and model artifacts (made by the students) that display customs of Arctic peoples.

* Advanced Level

VOCABULARY

Polar Regions

Eskimo

humus

ice cap

tundra

APPENDIX

GENERAL REFERENCES

STATE-ADOPTED TEXTBOOKS

Our World and Its Peoples. Allyn and Bacon, 1981.

World Geography. American Book Company, 1979.

World Geography. Follet Company, 1980.

New Exploring a Changing World. Globe Book Company, Inc., 1980.

World Geography Today. Holt, Rinehart, and Winston, 1980.

Geography and World Affairs. Houghton Mifflin Company, 1976.

People in a Changing World. Laidlaw Brothers, 1973.

The Wide World. Macmillan Publishing Company, 1972.

World Geography. Science Research Associates, Inc., 1980.

Land and People: A World Geography. Scott Foresman and Company, 1979.

World Geography. Silver Burdett Company, 1980.

Part I

Bacon, Phillip, ed. *Focus on Geography: Key Concepts and Teaching Strategies*. Washington, D.C.: National Council for Social Studies, 40th Yearbook, 1970.

Harris, Buby. *The Rand McNalley Handbook of Map and Globe Usage*. 3rd ed. Chicago: Rand McNalley and Company, 1960.

Latour, Lawrence W. *Inquiry Experiences in Geography*. Lexington, Mass: Ginn and Company, 1973.

Odell, Clarence B., ed. *Successful Teaching with Globes*. 6th ed. Chicago: Denoyer-Geppert Company, 1970.

Part II

EASTERN AND WESTERN EUROPE

Black, Cyril E. and Helmreich, E.C. *Twentieth Century Europe*. 4th ed. New York: Knopf Company, 1972.

Bragdon, Lillian. *The Land and People of France*. Boston: Harper and Row Company, 1972.

Hoffman, George W., ed. *A Geography of Europe: Including Asiatic U.S.S.R*. 4th ed. New York: Wiley and Sons, 1977.

Nazaroff, Alexander I. *The Land and People of Russia*. Boston: Harper and Row Company, 1972.

Treadgold, Donald. *Twentieth Century Russia*. 2nd ed. Chicago: Rand McNalley Company, 1981.

Hoffman, George W., ed. *A Geography of Europe: Problems and Prospects*. New York: Wiley and Sons, 1977.

Eisenberg, Irwin, ed. *The Outlook for Western Europe*. New York: H. W. Wilson, 1970.

ANGLO AMERICA

Bathhurst, E., Bruner, H. B., and Bruner, L. *Canada and Our Latin-American Neighbors*. New York: Laidlaw Brothers, 1978.

Creighton, Donald. *The Story of Canada*. New York: Houghton Mifflin, 1960.

Farb, Peter. *Face of North America: The Natural History of a Continent*. New York: Harper and Row, 1963.

Havighurst, Walter. *Voices on the River*. New York: Macmillan, 1964.

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White, C. L. *Regional Geography of Anglo-America*. New York: Prentice-Hall Company, 1964.

Shimer, John A. *Field Guide to Land Forms in the United States*. New York: Macmillan Company, 1972.

LATIN AMERICA

Alba, Victor. The Mexicans, The Making of a Nation. New York: Praegar Company, 1967.

Appel, Benjamin. South America. New York: Gosset and Dunlop, 1960.

Bowen, J. David. The Land and People of Chile. New York: Lippencott, 1966.

Fagg, John Edwin. Latin America, A General History. New York: Macmillan Company, 1977.

Shafer, Robert J. A History of Latin America. New York: Heath Publishing Company, 1978.

Ellis, Joseph A. Latin America: Its People and Institutions. New York: Bruce Publishing Company, 1971.

West, Robert C. and Augelli, John P. Middle America: Its Lands and Peoples. 2nd ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

NORTH AFRICA AND THE MIDDLE EAST

Beaumont, Peter, et al. The Middle East: A Geographical Study. New York: John Wiley and Sons, 1976.

Clarket, J. I. and Fisher, W. B., eds. Populations of the Middle East and North Africa: A Geographical Approach. New York: Holmes & Meier Publishers, Inc., 1972.

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AFRICA SOUTH OF THE SAHARA

Bohannan, Paul and Curtin, P. D. Africa and Africans. New York: Doubleday Company, 1971.

Clark, Leon E., ed. Through African Eyes: Cultures in Change. New York: Praeger, 1971.

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ASIA

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Heyerdahl, Thor. *Fatu-Hiru: Back to Nature on a Pacific Island*. New York: Doubleday Publishing Co., 1975

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POLAR REGIONS

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Milton, John P. "Artic Walk," Natural History, May 1969.

EMBASSIES AND INFORMATION OFFICES FOR FOREIGN COUNTRIES AND STATES

Many foreign embassies or information offices will provide excellent resource material for students. Letters should be carefully and courteously written on official school stationery requesting specific material and stating the purpose for which it will be used. It is better not to ask for "all the free material available."

Afghanistan--Royal Afghanistan Embassy, 2341 Wyoming Avenue, N. W., Washington, D.C. 20008

Algeria--Embassy of Algeria, 2118 Kalorama Road, N. W., Washington, D.C. 20008

Argentina--Argentine Cultural Office, 1600 New Hampshire Avenue, N. W., Washington, D.C. 20009

Australia--Australian News and Information Bureau, 635 Fifth Avenue, New York, New York 10020

Austria--Austrian Information Service, 31 E. 69th St., New York, New York 10021; Austrian State Tourist Department, 444 Madison Ave., New York, New York 10022

Belgium--Belgian Information Service, 50 Rockefeller Plaza, New York, New York 10020; Official Belgian Tourist Bureau, 422 Madison Ave., New York, New York 10017

Bolivia--Consulate General of Bolivia, 10 Rockefeller Plaza, New York, New York 10020; for tourist information--Hamilton-Wright Organization, 201 E. 42nd St., New York, New York 10017

Botswana--Embassy of Botswana, 825 Connecticut Ave., N. W., Washington, D.C. 20006

Brazil--Brazillian Embassy, 3007 Whitehaven St., N. W., Washington, D.C. 20008

Bulgaria--Office of the Legation, 2100 16th St., N. W., Washington, D.C. 20009

Burma--Consulate General of Burma, 10 East 77th St., New York, New York 10021

Burundi--Embassy of the Kingdom of Burundi, 2717 Connecticut Ave. N. W., Washington, D.C. 20008

Cambodia--Embassy of Cambodia, 4500 16th St., N. W., Washington, D.C. 20011

Cameroon--Embassy of the Federal Republic of Cameroon, 1705 New Hampshire Ave. N. W., Washington, D.C. 20008

Canada--Embassy of Canada, 1748 Massachusetts Ave., N. W., Washington, D.C. 20036

Central African Republic--Embassy of the Central African Republic, 1618 22nd St., N. W., Washington, D.C. 20008

Ceylon--Embassy of Ceylon, 2148 Wyoming Ave., N. W., Washington, D.C. 20008

Chad--Embassy of the Republic of Chad, 1132 New Hampshire Ave., N. W., Washington, D.C. 20037

Chile--Consulate General of Chile, 61 Broadway, Room 722, New York, New York 10006

China (Nationalist)--Chinese Information Service, 199 West 82nd St., New York, New York 19001

Columbia--Colombian Information Center, 140 East 57th St., New York, New York 10022

Congo--Embassy of Congo-Brazzaville, 5030 16th St., Washington, D.C. 20011

Congo--Embassy of Congo-Kinshasa, 1800 New Hampshire Ave. N. W., Washington, D.C. 20009

Costa Rica--Embassy of Costa Rica, 2112 R St., N. W., Washington, D.C. 20008

Cyprus--Embassy of Cyprus, 2211 R St., N.W., Washington, D.C. 20008

Czechoslovakia--Secretary of the Embassy of the Czechoslovak Socialist Republic, 3900 Linnean Ave., N. W., Washington, D.C. 20008

Dahomey--Embassy of the Republic of Dahomey, 2717 Cathedral Ave., N. W., Washington, D.C. 20008

Denmark--Danish Information Office, 280 Park Ave., New York, New York 10917

Dominican Republic--Embassy of the Dominican Republican, 1715 22nd St., N. W., Washington, D.C. 20008; Consulate General of the Dominican Republic, 1270 Sixth Avenue, New York, New York 10019

Ecuador--Embassy of Ecuador, 2535 15th St., N. W., Washington, D.C. 20009

Egypt--Egyptian State Tourist Office, 530 Fifth Ave., New York, New York 10020
(See Also United Arab Republic)

El Salvador--Embassy of El Salvador, 3208 California St., N. W., Washington, D.C. 20008

Estonia--Consulate General of Estonia, 9 Rockefeller Plaza, New York, New York 10020

Ethiopia--Imperial Ethiopian Embassy, 2134 Kalorama Rd., N. W., Washington, D.C. 20008

Finland--Consulate General of Finland, 200 East 42nd St., New York, New York 10017; Finnish Travel Office, 41 East 50th St., New York, New York 10017

France--French Government Tourist Office, 810 Fifth Avenue, New York, New York 10020; Press and Information Division, French Embassy, 972 Fifth Ave., New York 10021

Gabon--Embassy of Republic of Gabon, 4900 10th Street, N. Y. Washington, D.C. 20011 (most materials in French)

Germany, West--German Information Center, 410 Park Avenue, New York, New York, 10022; German National Tourist Office, 500 Fifth Avenue, New York, New York 10020

Ghana--Embassy of Ghana, 2400 16th St., N. W., Washington, D.C. 20009; Ghana Information Services, 505 Fifth Ave., New York, New York 10017

Great Britain--British Information Services, 845 Third Avenue, New York, New York 10022; British Travel Association, 336 Madison Avenue, New York, New York 10017

Greece--Greek National Tourist Office, 601 Fifth Avenue, New York, New York 10017

Guatemala--Embassy of Guatemala, 2220 R St., N. W., Washington, D.C. 20008

Guinea--Embassy of Guinea, 2112 Leroy Place, N. W., Washington, D.C. 20006

Haiti--Haiti Government Tourist Bureau, 20 Rockefeller Plaza, New York, New York 10020

Honduras--Embassy of Honduras, 4715 16th St., N. W., Washington, D.C. 20011

Hungary--Legation of the Hungarian Peoples Republic, 2437 15th St., N. W., Washington, D.C. 20009

Iceland--Iceland Tourist Bureau, 551 Fifth Avenue, New York, New York 10017

India--India Information Service, 2107 Massachusetts Ave., N. W., Washington, D.C. 20008; Government of India Tourist Office, 19 East 49th St., New York, New York 10017

Indonesia-- Information Center, Embassy of Indonesia, 2020 Massachusetts Ave., N. W., Washington, D.C. 20008

Iran--Office of Press and Information, Embassy of Iran, 3005 Massachusetts Ave., N. W., Washington, D.C. 20008

Ireland--Irish Tourist Board, 590 Fifth Avenue, New York, New York 10036

Israel--Information Office, Embassy of Israel, 1621 22nd St., N. W., Washington, D.C. 20008; Israel Information Service, 11 East 70th St., New York, New York 10021

Italy--Italian State Tourist Office, 21 East 51st St., New York, New York 10022; Italian Information Center, 680 Park Avenue, New York, New York 10021

Ivory Coast--Embassy of Ivory Coast, 2424 Massachusetts Ave., N. W., Washington, D.C. 20008

Jamaica--Jamaica Tourist Trade Development Board, 380 Madison Ave., New York, New York 10017

Japan--Japan Travel Information Office, 10 Rockefeller Plaza; New York, New York 10020; Information Service, Consulate General of Japan, 235 East 42nd St., New York, New York 10017

Jordan--Embassy of Jordan, 2319 Wyoming Ave., N. W., Washington, D.C. 20008

Kenya--Embassy of Kenya, 1875 Connecticut Ave., N. W., Washington, D.C. 20009

Korea (South)--Embassy of Korea, Information Office, 1145 19th St., N. W., Washington, D.C. 20008

Kuwait--Embassy of the State of Kuwait, 2940 Tilden St., N. W., Washington, D.C. 20008

Laos--Embassy of Laos, 2222 S St., N. W., Washington, D.C. 20008

Latvia--Legation of Latvia, 4325 17th St., N. W., Washington, D.C. 20011

Lebanon--Tourist Information Office, 527 Madison Ave., New York, New York 10022

Lesotho--Embassy of the Kingdom of Lesotho, 1716 New Hampshire Ave., N. W., Washington, D.C. 20008

Liberia--Embassy of Liberia, 5201 16th St., N. W., Washington, D.C. 20011

Libya--Embassy of Libya, 2344 Massachusetts Ave., N. W., Washington, D.C. 20008

Lithuania--Lithuanian Legation, 2622 16th St., N. W., Washington, D.C. 20009

Luxembourg--Luxembourg Economic and Tourist Department, 200 East 42nd St., New York, New York 10017 (library requests only)

Malagasy--Embassy of the Malagasy Republic, 2374 Massachusetts Ave., N. W., Washington, D.C. 20008

Malawi--Embassy of Malawi, 2362 Massachusetts Ave., N. W., Washington, D.C. 20008

Mali--Embassy of the Republic of Mali, 23130 R St., N. W., Washington, D.C. 20008

Malta--Embassy of Malta, 2017 Connecticut Ave., N. W., Washington, D.C. 20008

Mauritania--Embassy of the Islamic Republic of Mauritania, 2129 Leroy Place, N. W., Washington, D.C. 20008

Mexico--Mexican National Tourist Council, 677 Fifth Ave., New York, New York 10020

Monaco--Principality of Monaco Information Center, 630 Fifth Ave., New York, New York 10020

Morocco--Embassy of Morocco, 1601 21st St., N. W., Washington, D.C. 20009

Nepal--Royal Nepalese Embassy, 2131 Leroy Place, N. W., Washington, D.C. 20008

Netherlands--Netherlands Information Service, 211 Third Ave., New York, New York 10017

New Zealand--Embassy of New Zealand, 10 Observatory Circle, N. W., Washington, D.C. 20008; New Zealand Government Travel Commissioner, 630 Fifth Ave., New York, New York 10020

Nicaragua--Embassy of Nicaragua, 1627 New Hampshire Ave., N. W., Washington, D.C. 20009

Niger--Embassy of Niger, 2204 R St., N. W., Washington, D.C. 20008

Nigeria--Embassy of Nigeria, 1333 16th St., N. W., Washington, D.C. 20036

Norway--Norwegian Information Service, 825 Third Ave., New York, New York 10022

Pakistan--Information Division, Embassy of Pakistan, 2315 Massachusetts Ave., N. W., Washington, D.C. 20008

Panama--Embassy of Panama, 2862 Mcgill Terrace, N. W., Washington, D.C. 20008

Paraguay--Consulate General of Paraguay, 32 Broadway, New York, New York 10004

Peru--Embassy of Peru, Cultural Department, 1830 16th St., N. W., Washington, D.C. 20036

Philippines--Philippine Embassy, 1617 Massachusetts Ave., N. W., Washington, D.C. 20036

Poland--Polish Embassy, 2640 16th St., N. W., Washington, D.C. 20009

Portugal--Casa de Portugal, 570 Fifth Avenue, New York, New York 10036

Romania--Embassy of the Socialist Republic of Romania, 1607 23rd St., N. W., Washington, D.C. 20008

Rwanda--Embassy of Rwanda, 1714 New Hampshire Ave., N. W., Washington, D.C. 20009

Saudi Arabia--Embassy of Saudi Arabia, 1520 18th St., N. W., Washington, D.C. 20036

Senegal--Embassy of Senegal, 2112 Wyoming Ave., N. W., Washington, D.C. 20008

Sierra Leone--Embassy of Sierra Leone, 1346 Connecticut Ave., N. W., Washington, D.C. 20009

Singapore--Embassy of Republic of Singapore, 1824 R. St., N. W., Washington, D.C. 20009

Somali Republic--Embassy of Somali Republic, 1875 Connecticut Ave., N. W., Washington, D.C. 20009

South Africa--South African Information Service, 655 Madison Ave., New York, New York 10021

Spain--Spanish State Tourist Office, 485 Madison Ave., New York, New York 10022

Sudan--Embassy of the Sudan, 3421 Massachusetts Ave., N. W., Washington, D.C. 20007

Sweden--Swedish Information Service, 825 Third Ave., New York, New York 10022

Switzerland--Swiss National Service, 825 Third Ave., New York, New York 10022

Tanzania--Embassy of the United Republic of Tanzania, 2721 Connecticut Ave., N. W., Washington, D.C. 20008

Thailand--Office of the Public Relations Attache, Royal Thai Embassy, 2300 Kalorama Road, N. W., Washington, D.C. 20008

Turkey--Turkish Educational Attache, 7307 Empire State Building, New York, New York 10118

Togo--Embassy of Togo, 2208 Massachusetts Ave., N. W., Washington, D.C. 20008

Trinidad-Tobago--Embassy of Trinidad & Tobago, 2209 Massachusetts Ave., N.W., Washington, D.C. 20008

Tunisia--Press Department, Embassy of Tunisia, 2408 Massachusetts Ave., N. W., Washington, D.C. 20008

Uganda--Embassy of Uganda, 5909 16th St., N. W., Washington, D.C. 20036

Union of Soviet Socialist Republics--Embassy of the USSR, 1125 16th St., N. W., Washington, D.C. 20036

United Arab Republic--Press Department, Embassy of U.A.R., 2310 Decatur Place, N. W., Washington, D.C. 20008

Upper Volta--Embassy of the Republic of Upper Volta, 5500 16th St., N. W., Washington, D.C. 20011

Uruguay--Embassy of Uruguay, 1918 F St., N. W., Washington, D.C. 20006

Venezuela--Information Service, Embassy of Venzuela, 2437 California St., N. W., Washington, D.C. 20008

Viet-Nam--Embassy of the Republic of Viet-Nam, 2251 R. St., N. W., Washington, D.C. 20008

Yemen--Embassy of Yemen Arab Republic, Room 1115, 1875 Connecticut Ave., N. W., Washington, D.C. 20009

Yugoslavia--Yuogoslav Information Center, 816 Fifth Avenue, New York, New York 10021

Zambia--Embassy of the Republic of Zambia, 1875 Connecticut Ave., N. W., Washington, D.C. 20009

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
I. Reading social studies materials at appropriate grade level													
A. Understand an increasing number of social studies terms	*	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
B. Learn abbreviations commonly used in social studies materials	*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
II. Applying problem-solving and critical thinking skills to social issues at appropriate grade													
A. Recognize that a problem exists	*	**	**	**	**	** **	** **	** **	** **	** **	** **	** **	** **
B. Define the problem for study	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Review known information about the problem		*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **
D. Plan how to study the problem		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
E. Locate, gather and organize information					*	**	**	** **	** **	** **	** **	** **	** **
F. Summarize and draw tentative conclusions					*	**	**	***	** **	** **	** **	** **	** **
G. Recognize the need to change conclusions when new information warrants		*	**	**	**	**	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Recognize areas for further study	*	**	**	**	**	**	**	**	***	** **	** **	** **	** **
I. Use problem-solving techniques by meeting personal and social problems		*	*	*	*	*	*	**	**	***	** **	** **	** **
III. Interpreting maps and globes													
A. Orient the map and note directions													
1. Use cardinal direction in classroom and neighborhood		*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Use intermediate directions, as southeast, northwest				*	**	***	** **	** **	** **	** **	** **	** **	** **
3. Use cardinal directions and intermediate directions in working with maps				*	**	***	** **	** **	** **	** **	** **	** **	** **
4. Use relative terms of location and directions, as near, far, above, below, up, down	*	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
5. Understand that north is toward the North Pole and south toward the South Pole			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
6. Understand the use of the compass for direction					*	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Use the north arrow on the map				*	**	***	** **	** **	** **	** **	** **	** **	** **
8. Orient desk outline, textbook and atlas maps correctly to the north					*	**	**	***	** **	** **	** **	** **	** **
9. Use parallels and meridians in determining direction					*	**	**	***	** **	** **	** **	** **	** **
10. Use different map projections to learn how the pattern of meridians and that of parallels differ					*	*	*	**	***	** **	** **	** **	** **
11. Construct simple maps which are properly oriented as to direction			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
B. Locate places on maps and globes													
1. Recognize the home city and state on a map of the United States and a globe			*	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Recognize land and water masses on a globe and on a variety of maps		*	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Identify on a globe and on a map of the world, the equator, continents, oceans, large islands			*	**	***	** **	** **	** **	** **	** **	** **	** **	** **
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction and locations					*	*	*	**	***	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
5. Relate low latitudes to the equator and high latitudes to the polar areas				*	**	**	***	** **	** **	** **	** **	** **	** **
6. Interpret abbreviations commonly found on maps			*	**	**	**	***	** **	** **	** **	** **	** **	** **
7. Use map vocabulary and key accurately			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
8. Use longitude and latitude in locating places on wall maps					*	**	***	** **	** **	** **	** **	** **	** **
9. Use an atlas to locate places					*	**	**	***	** **	** **	** **	** **	** **
10. Identify the time zones of the United States and relate them to longitude					*	**	**	***	** **	** **	** **	** **	** **
11. Understand the reason for the International Date Line, and compute time problems of international travel								*	**	**	***	** **	** **
12. Consult two or more maps to gather information about the same area					*	**	***	***	** **	** **	** **	** **	** **
13. Recognize location of major cities of the world with respect to their physical setting				*	**	**	***	** **	** **	** **	** **	** **	** **
14. Trace routes of travel by different means of transportation			*	**	**	***	** **	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
15. Develop a visual image of major countries, land forms, and other map pattern studies			*	**	**	**	***	** **	** **	** **	** **	** **	** **
16. Read maps of various types which show elevation					*	**	***	** **	** **	** **	** **	** **	** **
17. Understand the significance of relative location as it has affected national policies							*	**	**	**	**	***	** **
18. Learn to make simple sketch maps to show location			*	**	***	***	** **	** **	** **	** **	** **	** **	** **
C. Use scale and compute distances													
1. Use small objects to represent large ones, as a photograph compared to actual size	*	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Compare actual length of a block or a mile with that shown on a large scale map					*	**	**	**	***	** **	** **	** **	** **
4. Determine distance on a map by using a scale of miles					*	**	***	** **	** **	** **	** **	** **	** **
5. Compare maps of different size of the same area					*	**	**	**	***	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas					*	**	**	***	** **	** **	** **	** **	** **
7. Compute distance between two points on maps of different scale					*	**	**	**	***	** **	** **	** **	** **
8. Estimate distances on a globe using latitude; estimate air distances by using string to measure great circle routes							*	**	**	***	** **	** **	** **
9. Understand and use map scale expressed as representative fraction, statement of scale on all maps used					*	**	**	**	**	***	** **	** **	** **
D. Interpret map symbols and visualize what they represent													
1. Understand that real objects can be represented by pictures or symbols on a map	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Learn to use legends on different kinds of maps			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents					*	**	**	**	**	***	** **	** **	** **
4. Study color contour and visual relief maps and visualize the nature of the areas shown					*	**	**	***	** **	** **	** **	** **	** **
5. Interpret the elevation of the land from the flow of rivers								*	**	***	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

IV. Understanding time and chronology	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Develop an understanding of the time system and the calendar													
1. Associate seasons with particular months in both northern and southern hemisphere		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Understand the relation between rotation of the earth and day and night		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
3. Understand the system of time zones as related to the rotation of the earth					*	**	**	**	**	***	** **	** **	** **
4. Understand the relation between the earth's revolution around the sun and a calendar year				*	**	**	***	** **	** **	** **	** **	** **	** **
5. Accumulate some specific date-events as points of orientation in time				*	**	**	**	**	**	**	**	***	** **
6. Comprehend the Christian system of chronology B.C. and A.D.					*	**	***	** **	** **	** **	** **	** **	** **
7. Use the vocabulary of definite and indefinite time expressions													
a. Use such definite concepts as second, minute, yesterday, decade, century			*	**	**	**	***	** **	** **	** **	** **	** **	** **
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	*	**	**	**	**	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Acquire a sense of prehistoric and geological time						*	**	**	**	**	**	***	****
9. Learn to translate dates into centuries						*	**	***	****	****	****	****	****
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time													
1. Recognize sequence and chronology in personal experiences as weekly school schedule, etc.	*	**	**	**	***	****	****	****	****	****	****	****	****
2. Learn to arrange personal experiences in order	*	**	***	****	****	****	****	****	****	****	****	****	****
3. Comprehend sequence and order as expressed in first, second, and third, etc.	*	**	**	**	***	****	****	****	****	****	****	****	****
4. Learn to figure the length of time between two given dates					*	**	**	***	****	****	****	****	****
5. Understand differences in duration of various historical periods							*	**	**	**	**	***	****
6. Understand and make simple time lines				*	**	**	***	****	****	****	****	****	****
7. Use a few cluster date-events to establish time relationships among historic events						*	**	***	****	****	****	****	****

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Learn to relate the past to the present in the study of change and continuity in human affairs		*	**	**	**	**	**	***	** **	** **	** **	** **	** **
9. Learn to formulate generalizations and conclusions about time in studying the development of human affairs								*	**	**	**	***	** **
V. Evaluating Information													
A. Distinguish between fact and fiction		*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
B. Distinguish between fact and opinion				*	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction						*	**	**	**	***	** **	** **	** **
D. Consider which source of information is more acceptable, and why						*	**	**	**	***	** **	** **	** **
E. Examine reasons for contradictions or seeming contradictions, in evidence						*	**	**	**	***	** **	** **	** **
F. Examine material for consistency, reasonableness, and freedom from bias						*	**	**	**	***	** **	** **	** **
G. Recognize propaganda and its purposes in a given context						*	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Draw inferences and make generalizations from evidence						*	**	**	**	***	** **	** **	** **
I. Reach tentative conclusions						*	**	**	**	***	** **	** **	** **
VI. Interpreting pictures, charts, graphs, tables													
A. Interpret pictorial materials													
1. Recognize these materials as sources of information		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Distinguish between types of pictorial material, recognize the advantages of each, and the need for objectivity in interpretation							*	**	**	***	** **	** **	** **
3. Note and describe the content of the material, both general and specific							*	**	**	***	** **	** **	** **
4. Interpret by applying related information, and use the material as one basis for drawing conclusions							*	**	**	***	** **	** **	** **
B. Interpret Cartoons													
1. Recognize these materials as expressing a point of view and interpret the view expressed							*	**	**	**	***	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Note and interpret the common symbols used in cartoons								*	**	**	***	** **	** **
C. Study Charts													
1. Understand the steps in development indicated					*	**	**	**	**	**	**	**	***
2. Trace the steps in the process shown					*	**	**	**	**	**	**	**	***
3. Compare sizes and quantities				*	**	**	**	**	**	**	**	**	***
4. Analyze the organization or structure				*	**	**	**	**	**	**	**	**	***
5. Identify elements of change				*	**	**	**	**	**	**	**	**	***
D. Study graphs and tables													
1. Understand the significance of the title				*	**	**	**	**	**	**	***	** **	** **
2. Determine the basis on which the graph or table is built and the units of measure involved				*	**	**	**	**	**	**	**	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Interpret dots, lines, colors and other symbols used in addition to pictorial symbols		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
7. Use all parts of a world atlas					*	**	**	**	**	**	***	** **	** **
E. Compare maps and draw inferences													
1. Read into a map the relationship suggested by the data above shown as the factors which determine the location of cities					*	**	**	**	**	***	** **	** **	** **
2. Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data					*	**	**	**	**	***	** **	** **	** **
3. Recognize that there are many kinds of maps for many uses and learn to choose the best map for the purpose at hand					*	**	**	**	**	***	** **	** **	** **
4. Understand the differences in different map productions and recognize the distortions involved in any representation of the earth other than the globe						*	**	**	**	***	** **	** **	** **
5. Use maps and the globe to explain the geographic setting of historical and current events					*	**	**	**	**	**	**	***	** **
6. Read a variety of special purpose maps and draw inferences on the basis of data obtained from them and from other sources						*	**	**	**	**	**	***	** **
7. Infer man's activities or way of living from physical detail and from latitude		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **

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PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Interpret the relationships shown				*	**	**	**	**	**	**	***	** **	** **
4. Draw inferences based on the data				*	**	**	**	**	**	**	***	** **	** **
E. Construct simple graphs, charts, and other pictorial materials (including cartoons)								*	**	**	***	** **	** **
F. Relate information derived from pictures, charts, graphs and tables gained from other sources								*	**	**	***	** **	** **

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

LOCATING INFORMATION	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Work with books													
1. Use title of books as guide to contents				***									
2. Use table of contents			***										
3. Alphabetize			***										
4. Use index						***							
5. Use title page and copyright data													
6. Use appendix						***							
7. Use glossary						***							
8. Use map skills							***						
9. Use illustration list													

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
10. Distinguish between storybooks and factual books					***								
11. Choose a book appropriate for the purpose				***									
B. Find information in encyclopedia and other reference books													
1. Locate information in an encyclopedia by using key words							***						
2. Index						***							
3. Cross reference							***						
4. Letters on volume						***							
5. Use reference works, such as World Almanac								***					
6. Who's Who								***					
7. Atlases						***							

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Statements yearbook								***					
C. Make efficient use of the dictionary													
1. Alphabetize a list of words according to the first letter			***										
2. According to the second letter				***									
3. According to the third letter					***								
4. Use guide words					***								
5. Learn correct pronunciation of a word						***							
6. Understand syllabication					***								
7. Choose the appropriate meaning of the word for the context in which it is used					***								

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
D. Read newspapers, magazines, and pamphlets with discrimination	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Recognizes these materials as sources of information about many topics, especially current affairs							***						
2. Select important news items							***						
3. Select from these sources material that is pertinent to class activities							***						
4. Learn the organization of a newspaper						***							
5. How to use the index						***							
6. Learn about the sections of the newspaper							***						
7. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets								*	**	**	**	**	**
E. Know how to find materials in a library, both school and public													
1. Locate appropriate books				***									
2. Use a book card						***							

	GRADES												
3. Use the card catalogue to learn that:	K	1	2	3	4	5	6	7	8	9	10	11	12
a. A book is listed in three ways—by subject, by author, and by title						***							
b. All cards are arranged alphabetically						***							
c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf						***							
d. Some author cards give more information than the title or subject						***							
e. Information such as publisher, date of publication, number of pages and illustrations, and usually some annotation are provided						***							
f. The Dewey Decimal System is a key to finding books							***						
4. Use the Readers' Guide to Periodical Literature and other indexes							***						
F. Gather facts appropriate to grade level from field trips and interviews													
1. Identify the purpose of the field trip or interview	*	**	**	**	**	**	**	**	**	**	**	**	**
2. Plan procedures, rules of behavior, questions to be asked, things to look for	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Take increasingly greater initiative in the actual conduct of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
4. Evaluate the planning and execution of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
5. Find acceptable ways to open and close an interview			*	**	**	**	**	**	**	**	**	**	**
6. Express appreciation for courtesies extended during the field trip or interview			*	**	**	**	**	**	**	**	**	**	**
7. Record, summarize, and evaluate information gained				*	**	**	**	**	**	**	**	**	**
ORGANIZING INFORMATION													
A. Make an outline of topics to be investigated and seek materials about each major point, using more than one source							***						
B. Select the main idea and supporting facts						***							
C. Compose a title for a story, picture, graph, map, or chart							***						
D. Select answers to questions from material heard, viewed, or read							***						

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Take notes, making a card of the source by author, title, page							***						
F. Classify pictures, facts, and events under main headings or in categories							***						
G. Arrange events, facts, and ideas in sequence							***						
H. Make simple outlines of material read					***								
I. Make simple outlines of material read, using correct outline form							***						
J. Write a summary of main points encountered in material							***						
K. Make a simple table of contents					***								
L. Make a bibliography								*	**	**	**	**	**
ACQUIRING INFORMATION THROUGH READING													
A. Skim to find a particular word, get a general impression, or locate specific information					*	**	**	**	***	***	***	***	***

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Read to find answers to questions					*	**	**	**	***	***	***	***	***
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas								***					
D. Select the statements that are pertinent to the topic being studied								***					
E. Make use of italics, marginal notes and footnotes to discover emphasis by author								***					
ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING													
A. Listen and observe with a purpose	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Listen attentively when others are speaking	*	**	**	**	**	**	**						
C. Identify a sequence of ideas and select those that are most important		***	***	***	***	***	***	***	***	***	***	***	***
D. Reserve judgment until the speaker's entire presentation has been heard	*	**	**	**	**	**	**	**	**	**	**	**	**
E. Take notes while continuing to listen and observe							*	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

COMMUNICATING ORALLY AND IN WRITING APPROPRIATE TO GRADE LEVEL	GRADES K	1	2	3	4	5	6	7	8	9	10	11	12
A. Speak with accuracy and poise													
1. Develop an adequate vocabulary	*	***	***	***	***	***	***	***	***	***	***	***	***
2. Choose the appropriate word	*	**	**	***	***	***	***	***	***	***	***	***	***
3. Pronounce words correctly and enunciate clearly	*	**	**	**	**	**	**	**	**	**	**	**	**
4. Talk in sentences	*	**	**	**	**	**	**	**	**	**	**	**	**
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted							*	**	**	**	**	**	**
6. Keep to the point in all situations involving oral expression	*	**	**	**	**	**	**	**	**	**	**	**	**
7. Develop self-confidence	*	**	**	**	**	**	**	**					
8. Exchange ideas through discussion, either as leader or participant					*	**	**	**	**	**	**	**	**
9. Respect limitations of time and the right of others to be heard	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

B. Write with clarity and exactness	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Write independently, avoiding copying from references							*	**	**	**	**	**	**
2. Use standard English					*	**	**	***	***	***	***	***	***
3. Include a bibliography to show source of information								*	**	**	**	**	**
4. Include footnotes when necessary								*	**	**	**	**	**
5. Proofread and revise							*	**	**	**	**	**	**
WORKING WITH OTHERS													
A. Respect the rights and opinions of others	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Understand the need for rules and the necessity for observing them	*	**	**	**	**	**	**	**	**	**	**	**	**
C. Take part in making the rules needed by the group	*	**	**	**	**	**	**	**	**	**	**	**	**
D. Accept the role of leader or follower, as the situation requires	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Profit from criticism and suggestions				*	**	**	**	**	**	**	**	**	**
F. Distinguish between work that can be done more efficiently by individuals and that which calls for group efforts					*	**	**	**	**	**	**	**	**
G. Use the rules of parliamentary procedure when needed							*	**	**	**	**	**	**

Evaluative Techniques

The purpose of evaluation in the social studies program is to improve curriculum, instruction, and learning. Each program and course should have an overall evaluative design encompassing the full array of goals and objectives. Evaluation requires more than testing, marking papers, and filling out report cards. The design, for instance, may include plans for evaluation of a textbook, a film, an activity, or even an item on an examination. In addition, some important evaluative information about affective development or side effects of classroom activities may be inappropriate for use in grading pupils but crucial to improving instruction. Instruments and procedures for use in evaluation include observation checklists, rating scales, and questionnaires. There is also a wide variety of examination forms and kinds of questions from which one may choose.

Any major change in courses and programs should be accompanied by corresponding changes in the evaluative design. As the study and thinking habits of students are to some extent geared to the testing and reporting methods used by the teacher, the design of examinations and choice of test items should be as deliberately chosen as teaching methods and materials. It is extraordinarily difficult to keep students vitally involved in considerations of contemporary affairs, observations of relationships, and empathetic caring about other persons and civic decision making when they are anticipating immediate success or failure to depend upon ability recall of huge quantities of details on an examination. Clearly, there needs to be an alignment of objectives, content, teaching methods, and testing.

The essay is admirably suited to testing ability to reason, organize, and write effectively. The scoring difficulties may be somewhat ameliorated by describing the nature and scope of responses desired.

Example: In a essay of a page or two discuss the importance of the Nile River to the development of Egyptian agriculture.

Short answer questions tend to be more limited in the depth of responses elicited but expand the scope of the sampling of items that can be included in a single examination.

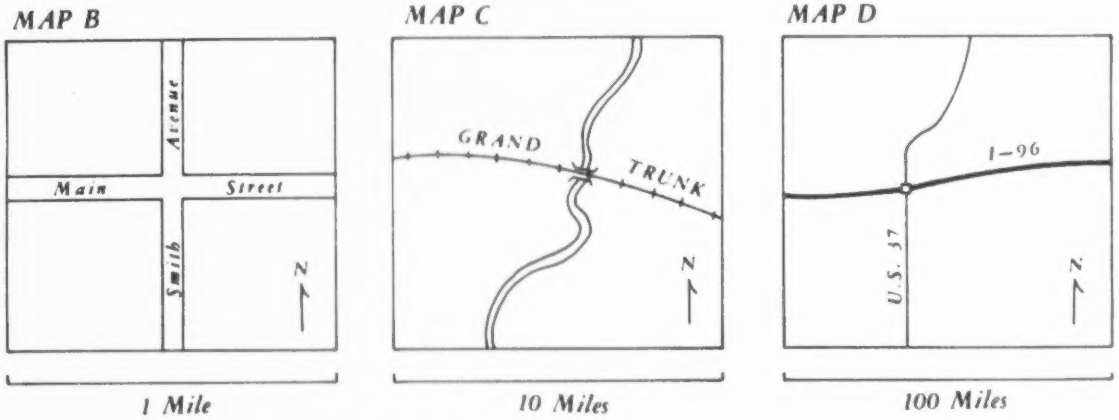
Example: Identify each of the following terms in a paragraph or less:

1. longitude
2. culture
3. lagoon
4. basin irrigation
5. terracing

In the evaluation of geographic concepts, the use of "map-correlation" questions is appropriate. With this kind of item the pupil has before him a map or maps and questions to be answered. Duplicated, textbook, or other maps may be used.

Example: Look at the reference map(s) and respond to the following by placing the letter of the correct responses in the spaces provided.

MAPS B-D: TRANSPORTATION ROUTES


MAP B
Avenue
Main
Street
Smith
N
1 Mile
MAP C
GRAND
TRUNK
N
10 Miles
MAP D
I-96
U.S. 37
N
100 Miles

________1. Here are three sketch maps. Which one shows the largest area?
  a. Map B
  b. Map C
  c. Map D
  d. All maps show the same area

________2. On Map D, I-96 and U.S. 37 are.
  a. Highways
  b. Pipelines
  c. Rivers
  d. Railroads

If there is a clearly thoughtout overall evaluative design and if a variety of types of instruments and items are used, pupils' skills and understandings of the flow of events, of cause and effect relationships, and of the "how" and "why" of social studies materials can be more effectively represented.

The bibliography of this section suggests some references that include many interesting examples of types of examination items for clearly identified objectives. They are of a variety which may serve as a stimulus to the creative potential of social studies teachers and aid in developing tests that measure what is intended with validity and reliability.

Suggested References:

Berg, Harry D., ed. Evaluation in the Social Studies, Washington, D.C.: National Council for the Social Studies, 1965.

This yearbook is a basic reference work that would be a most useful part of the professional "working library" of all social studies teachers.

Bloom, Benjamin S., ed. Taxonomy of Educational Objectives: Cognitive Domain. New York: David McKay, 1956.

This reference work includes a collection of examples of test items at several levels of recall as well as levels of comprehension application, analysis, synthesis, and evaluation. It is a major reference used by professional test makers and an invaluable tool in improvement of teacher-made tests.

Buros, Oscar K., ed. Social Studies Tests and Reviews. Highland Park, New Jersey: Gryphon, 1975.

This volume includes a collection of reviews of standardized social studies examinations. Subsequent publications can be found in the Mental Measurements Yearbook and in Tests in Print.

Krathwohl, David, ed. Taxonomy of Educational Objectives: Affective Domain. New York: David MaKay, 1964.

Like Bloom's Taxonomy (Cognitive Domain) this reference is a collection of examples of test items keyed to an array of intermediate level objectives. Both volumes were developed under the aegis of American Educational Research Association (AERA). They are basic works for the educator and of immense practical potential.

Kurfman, Dana G., ed. Developing Decision-Making Skills. 47th Yearbook. Arlington, Virginia: National Council for the Social Studies, 1977.

Chapter 8 of this yearbook, entitled "A Model and Suggestions for Evaluating Decision Skills," contains an array of useful examples. Students may even be involved in using this volume to learn by helping write test items using the models provided.

Morse, Horace T. and McCune, George H. Selected Items for Testing of Study Skills and Critical Thinking. Washington, D.C.: National Council for the Social Studies, 1964.

This bulletin contains a plethora of sample items at various levels. It is likely to be a stimulating reference for creating more pertinent and worthwhile examinations.

National Council for the Social Studies. "How To...." Series, Washington, D.C.: National Council for the Social Studies.

These six- to eight-page practical guides to many classroom tasks include a number useful in writing test items. For example, Number 22 "How to Develop Time and Chronological Concepts," Number 4 "Using Questions in Social Studies," and Number 24 "How to Ask Questions" are especially pertinent.

Social Education, Official Journal of the National Council for the Social Studies, Special Issue. Volume 40, Number 7, November-December, 1976.

This special issue of Social Education, entitled "Testing in Social Studies: Practical Ideas for Classroom Teachers", provides arrays of examples of test items by subject areas. It also has selections on standardized tests and on designing tests with multiethnic components.